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AUTHOR	Nemeth, Evalie; O'Connor-Meyer, Susan
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ABSTRACT

A follow-up survey was conducted in St. Cloud, Minnesota, of 127 (from a total of 357 students) former special education students who left school between 1988 and 1992. Respondents, most of whom completed the survey by phone, were predominantly male (69 percent), and most (63 percent) had been classified as learning disabled, with 29 percent identified as mentally handicapped. Results are reported for the following areas: (1) postsecondary education (41 percent had enrolled in postsecondary schools); (2) living arrangements (47 percent lived with family and 44 percent independently); (3) community living (most drove as their primary form of transportation); (4) financial independence (71 percent did not receive any monthly income from government assistance programs); (5) educational evaluation (nearly all students felt more time should be given to career planning); (6) services from community agencies (2 to 11 percent were receiving such services, though 60 percent expressed an interest in such services); (7) satisfaction (66 percent were very satisfied with their lives in general). Extensive comparisons with other follow-up studies of special education students indicated, among other findings, that the district's dropout rate (6 percent) was significantly lower than the 37 percent rate for students with disabilities nationally and that more former special education students are employed. Appendices, which comprise half of the document, provide an item analysis of the questionnaire, written questionnaire responses, results of an assistive technology survey, and written responses to a follow up of former regular education students. (Contains 62 tables.) (DB)

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Brian Bottge	Collaborator
Steve Frank	SCSU - Consultant
Diane Frantesl	Interviewer
Julie Gillen	Typist
Dr. Richard Holt	Special Education Director
Dr. Lenore Janman	Interim Superintendent
Francine Johnson	CTIC Chairperson
Evalie Nemeth	Project Coordinator & Report Preparer
Susan O'Connor Meyer	Project Coordinator & Report Preparer
Diane Opatz	Interviewer
Thomas Prescott	Secondary Special Education Coordinator
Bruce Stenhjem	Child Study/Speech Coordinator
Teresa Szymanski	Interviewer
Christine Thayer	Interviewer
Ron Watkins	Elementary Special Education Coordinator
Mollie Wise	Assistive Technology Specialist

Special thanks to the young adults and their families who so willingly shared their lives and experiences.

District 742 Community Schools is a school system in Central Minnesota of over 12,500 students serving the communities of Clear Lake, Clearwater, Luxemburg, St. Augusta, St. Cloud, St. Joseph, and Waite Park. The system is served by two high schools: Apollo Senior High, Technical High School and an alternative program - Area Learning Center.

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District 742 Community Schools
Special Education Department
St. Cloud, Minnesota

FOLLOW-UP STUDY OF STUDENTS WHO EXITED SCHOOL 1988-1992

Prepared by:

Evalie Nemeth
Susan O'Connor-Meyer

Copies of this report and ongoing updates may be ordered by contacting:
Joy Fuchs
District 742 Community Schools
District Administrative Building
628 Roosevelt Road
St. Cloud, MN 56301
(612) 253-9333
$12.00 per copy

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Summary of Major Findings

In 1993, the District 742 Special Education Department conducted a follow-up survey of former special education students who left school during the time period of 1988 to 1992. The survey incorporated questions from the 1986 District 742 Special Education Department Follow-up Survey, the 1994 Minnesota Post-School Follow-up Survey (of which District 742 served as one of the sites), and other national studies. Data from other surveys will provide comparisons over time and outside of the St. Cloud community as well as reference points with peers, with and without disabilities, at the community, State, and national level.

The questions which the survey attempted to answer were as follows:

1) Are the post-school life situations for former students with disabilities different from agemates, with and without disabilities?

2) How helpful were the schools in preparing young people for adult life - community living - and do former students have any recommendations for the schools?

3) Do students who have exited school have some existing needs in their current community situations? Are they using community agencies to meet some needs? Are they satisfied with those services? Do they know how to access community services to meet their current existing needs?

4) How satisfied are these young people with their life situations, related to job, living arrangement, leisure and recreational time, and friendships?

Sample Description

Out of 357 former special education students who left school during the time period of 1988 to 1992, interviewers were able to contact 214 youth. Of these, a total of 127 youth (60%) completed the 94 item survey (most by phone). The sample was comprised of approximately equal percentages (25%) of youth who had been out of school 1, 4, and 5 years, with the remaining 25% out 2 or 3 years.

The majority (60%) of former students had attended Apollo High School, over a third attended Technical High School and 10% attended Area Learning Center (ALC). Ninety-three percent were graduates and 6% had dropped out.

The survey sample was predominantly male (69%) and is representative of the special education population.

The majority (63%) of those surveyed had been classified as learning disabled and nearly a third (29%) were identified as mentally handicapped. Those with communication disorders, hearing impairments, and visual impairments constituted the remaining 8%.

Surveys were also completed by 148 regular education students who left school in 1988, 1990, and 1992.

Limitations

The findings in this study should be interpreted with some caution due to limitations associated with the sample and methodology.

The sample did not include youth with emotional or behavioral disorders (due in part to the fact that the District had few students identified with this label in the late 80's). Other studies indicate that outcomes are frequently less positive for this group. Consequently, the absence of youth with emotional or behavioral disorders may make the study findings more optimistic than if the sample included this group.

The voluntary nature of the survey process results in a sample limitation. Because the findings are based solely on the information provided by those who wished to be interviewed, the experiences and outcomes of those who refused to participate are unknown.

Differences in gender between the special education sample and the regular education group should also be noted. Specifically, in the survey of regular education peers 34% were male and 66% were female (compared to 69% male and 31% female in the special education group).

A methodology limitation was that former special education students were interviewed in the summer of 1993 and regular education peers were interviewed one year later. Given that the research indicates that young adults generally have more positive outcomes as they are out of school longer, comparisons between former special education students and regular education peers should be interpreted in light of the one year advantage that regular education peers had (e.g., they would be more likely to have completed postsecondary school).

Employment

A majority (81%) of out-of-school youth in all disability groups are currently working. Most (70%) youth in all disability areas, except moderate to severe mental handicap (MSH), work in competitive settings. Those with mental handicaps frequently worked in supported and sheltered settings. The majority (70%) of competitive employees are full time, working an average of 39 hours per week.

Youth are experiencing some occupational mobility as there has been growth in the managerial occupations and decreases in service jobs over time. Semi-skilled and service jobs are currently held by over half of youth (52%, 26% each), followed by skilled, laborer, and sales positions which account for 44% (18%, 15% and 11%, respectively). Very few youth hold managerial positions (5%). Previous jobs were predominantly service and semi-skilled positions.

Former students have made significant gains in wages. Their current average hourly wage is $6.60 and slightly over half earn above $6.00 per hour. In previous jobs, the average wage was $5.61. Eighty-five percent of former students earn above minimum wage.

Close to sixty percent of former students have received increased wages and responsibility in their current job. Slightly over half received paid vacation. Only a third have received improved health benefits and bonuses.

More benefits were received by those who were full time competitive employees, had worked between one and three years, and worked in skilled or semi-skilled jobs.

Services from Agencies

Currently, few former students (2-11%) are receiving employment, social, health, or independent living services from community agencies. Use of community agencies is higher among those with mental handicaps. Those receiving assistance from community agencies were generally satisfied with the help they received.

Even though few former students are accessing services from agencies, over 60% of those surveyed would be interested in receiving assistance with education or job training, money management, in knowing what services are available and how to get them, finding and keeping a job, and accessing health care services.

Most youth stated they would know how to get assistance if they were a victim of a crime, if they needed medical help, or if they needed assistance with education, training, or employment.

Satisfaction

Over 90% of former students were very or somewhat satisfied with their daytime activity, free time activities, living situation, friendships, family, and opportunities for personal choices. Although generally satisfied with income, this area was viewed less positively.

In general, former students viewed their high school preparation in the areas of job training, academics, and independent living very positively.

Most former students indicated that they were satisfied with their lives in general as 66% were very satisfied and 31% were somewhat satisfied.

Comparisons

The following section will compare the findings from this study to other follow-up studies of special education students, specifically the 1986 District 742 Special Education Department Follow-up Survey (1986 Survey) and the 1994 Minnesota Post-School Follow-up Study (State Survey), and the survey of 148 regular education students who left school in 1988, 1990, and 1992.

- District 742's dropout rate (6%) is significantly lower than the 37% rate for youth with disabilities nationally and the 21% rate among the general population.
- The majority (81%) of former special education students are working. This rate is consistent with rates in the 1986 Survey, the State Survey and among regular education peers. The rate of competitive employment (70%) was higher for former students than for youth in the State Survey (51%).
- Former special education students have made gains in wages and earn more than youth statewide. Eighty-five percent of former students earn above minimum wage, compared to 54% of the youth statewide. Wages were slightly higher for regular education peers as their median hourly wage was $7.00 compared to $6.00.
- Semi-skilled and service jobs are held by over half of former special education students. When compared to their regular education peers, former special education students were more likely to be in the skilled trades (18% vs. 5%), semi-skilled jobs (26%

Sixty-nine percent of survey participants indicated that personal contacts were most helpful in finding their current job.

Postsecondary Education

Forty-one percent survey participants had enrolled in postsecondary schools of which 31% were in vocational programs and 12% were in college. Fifteen percent had completed their postsecondary program at this time.

Excluding those with MSH, postsecondary enrollment was 39% for Tech, 31% for Apollo and 18% for ALC. Although former Tech students had the highest enrollment (26%) in vocational programs, those from Apollo had the highest completion rate (20%). College enrollment was comparable for Tech and Apollo (15% and 13%).

Living Arrangements

Nearly half (47%) of the former students live with family and forty-four percent live independently. Males tended to live at home more often than females. Most youth (over 80%) are single and have no children.

Community Living

The most popular recreation and leisure activities were watching TV or listening to the radio, resting, dining out, and visiting friends.

Most St. Cloud youth drive as their primary form of transportation. Less than twenty percent ride the city bus or get rides from family or friends.

Financial Independence

The majority (71%) of those surveyed do not receive any monthly income from government assistance programs. Most former students have checking and savings accounts, use them independently, and pay some or all of their living expenses out of their own earnings.

Educational Evaluation

Most former students indicated that more time was needed in the subjects of reading, math, writing, drug education, physical/sexual abuse, sex education, and career counseling. Nearly all former students felt that more time should be given to career planning.

Reading and math were most frequently identified as being the most helpful subjects since leaving high school.

Nearly half (45%) of former students participated in extracurricular activities. Most survey participants said the school should do more to encourage participation in extracurricular activities.

The sixty-five percent who participated in the Work Experience Program, were more satisfied with the job training preparation than those who were not involved in this program.

Between forty and fifty percent of those surveyed rated all of the special education services as being "very important". Career classes were consistently rated as "very important" by most youth in all disability areas except MSH.

vs.19%) or laborers (15% vs.4%) and less likely to be managers (5% vs.24%) or sales workers (11% vs. 23%).

- The most common job benefits or promotions are increased wages and responsibility. Less than a third received improved health benefits. These benefits are fairly consistent with those received by regular education peers. Former special education students who were full time competitive employees received vacation and bonuses more frequently than youth statewide.
- College and vocational program enrollment rates (41%) are higher than those found among youth with disabilities statewide (28%) but are significantly lower than the 80% enrollment rate among regular education peers. Former special education students participated in vocational programs more often (31% vs. 21%) than their regular education peers, who usually attended college (67% vs. 12%).
- Former special education students had completed postsecondary programs half as often as their regular education peers (15% compared to 30%).
- More former special education students are living independently than their peers statewide (44% vs. 23%). Although nearly half (47%) of former students live with family, this is much lower than in the 1986 Survey (72%) and the State Survey (62%). The frequency of living at home is comparable to rates in the general population (52%) and higher than that found among regular education peers (35%).
- Although the majority (over 80%) of former special education students are single and have no children, the percentages who are married (14%) and/or parents (18%) are more than double those found in the State Survey (4% and 9%, respectively). Marriage rates were higher among regular education peers (23% compared to 14%).
- Recreation and leisure activities of former special education students were fairly consistent with those of youth in the State Survey and regular education peers. However, regular education peers tended to participate in activities to a greater extent.
- Former special education students are less reliant on financial assistance from government programs than their peers statewide. Most receive no financial assistance.
- The majority of youth drive as their primary form of transportation. Less than 20% of former special education students ride the city bus or get rides from family and friends, compared to nearly 40% in the State Survey.
- Former District 742 students, regular and special education, most frequently identified reading, math, and writing as subjects which should be given more time.
- Although extracurricular participation was higher (45%) than in the 1986 Survey (31%) and the State Survey (33%), participation was below that of regular education peers (82%).
- Few youth with disabilities are currently receiving government and special services and involvement with community agencies is below statewide levels. However, they indicated a greater interest in receiving assistance with education, finances, accessing community services, employment, and health care than youth statewide.
- Former special education students expressed high levels of satisfaction with their lives in terms of daytime activities, free time activities, living arrangements, friendships, family, and opportunities for personal choices. They also viewed their high school preparation very positively. Satisfaction levels among regular education peers were

fairly similar although they were slightly more satisfied with family relationships and less satisfied with free time activities.

Conclusions

Post-school outcomes in the areas of employment and the wages and benefits received, postsecondary enrollment, and living independently were generally better for former District 742 special education students than those obtained by youth with disabilities statewide. Although overall employment rate was consistent, regular education peers had higher earnings and somewhat higher level jobs, higher postsecondary enrollment and completion rates, and a greater proportion living independently than former special education students. Regular education peers also appeared to be more active in recreational and leisure activities.

The general satisfaction with high school training suggests that young people believed that schools were helpful in preparing them for adult life. Former students had recommendations regarding specific subjects which should be given more time, notably reading, math, and writing. Former special education students also indicated that schools should do more to encourage participation in extracurricular activities.

The majority of former special education students identified services which they would be interested in receiving. Current involvement with area agencies is limited. Those who receive services, expressed satisfaction with the assistance they are getting. Most students indicated that they know how to access community services in the areas of education, training, employment, or medical concerns.

Former students expressed high levels of satisfaction with their life situations.

District 742 Community Schools - Special Education Department
Follow-up Study of Students Who Exited School 1988-92

Introduction

The following report summarizes the major descriptive findings from a follow-up survey of 127 former special education students who exited District 742 Community Schools during the school years of 1988-1992. The data was collected using a 94 item survey. The survey included a number of items which were contained in the 1994 Minnesota Post-school Follow-up Study and the District 742 Special Education Follow-up Study of Students Who Exited School 1981-1986. Where appropriate, comparative data is provided from these studies and a 1994 survey of 148 regular education peers. Generally, only significant differences will be noted.

Out of 357 former special education students who left school between 1988 and 1992, interviewers were able to contact 214 youth. Of these, a total of 127 youth (60%) completed the survey (most by phone).

The questions which the survey attempted to answer were as follows:

1) Are the post-school life situations for former students with disabilities different from agemates, with and without disabilities?

2) How helpful were the schools in preparing young people for adult life - community living - and do former students have any recommendations for the schools?

3) Do students who have exited school have some existing needs in their current community situations? Are they using community agencies to meet some needs? Are they satisfied with those services? Do they know how to access community services to meet their current existing needs?

4) How satisfied are these young people with their life situations related to job, living arrangements, leisure and recreational time, and friendships?

To answer these questions the survey included items in the following areas:

I. Post School Life Situations
   A. Employment and Daytime Activities
   B. Family and Friends
   C. Living Arrangements
   D. Community Involvement/Leisure Activities
   E. Financial Independence

II. Evaluation of Educational Program

III. Services from Agencies

IV. Life Satisfaction and Empowerment

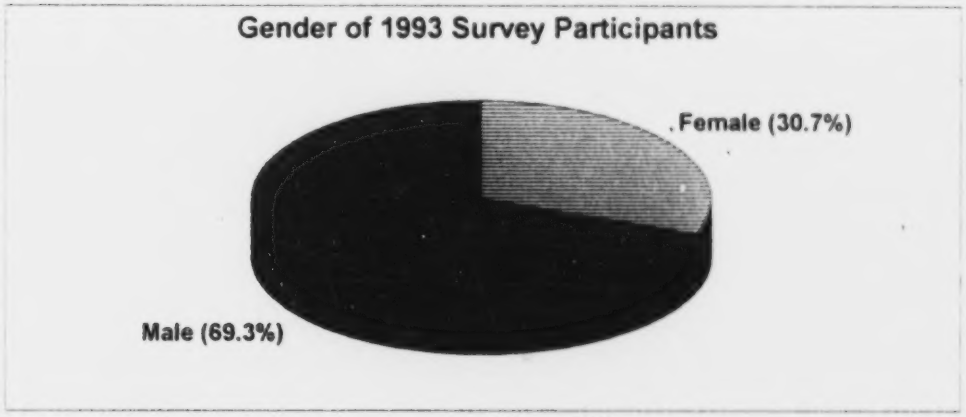
The first section of this report contains general information about the sample of former special education students surveyed. Sections II - V highlight the findings for the survey areas listed above. Section VI presents the conclusions of the survey in the form of answers to the questions which the survey addressed. The appendices contain the Item Analysis, the Written Responses of Former Special Education Students, the Assistive Technology Report, and the Written Responses of Former Regular Education Students. The numbering system in this report references the actual survey item found in the Item Analysis by listing that number in parentheses.

For the purposes of brevity the following terms or abbreviations will be used throughout this report:

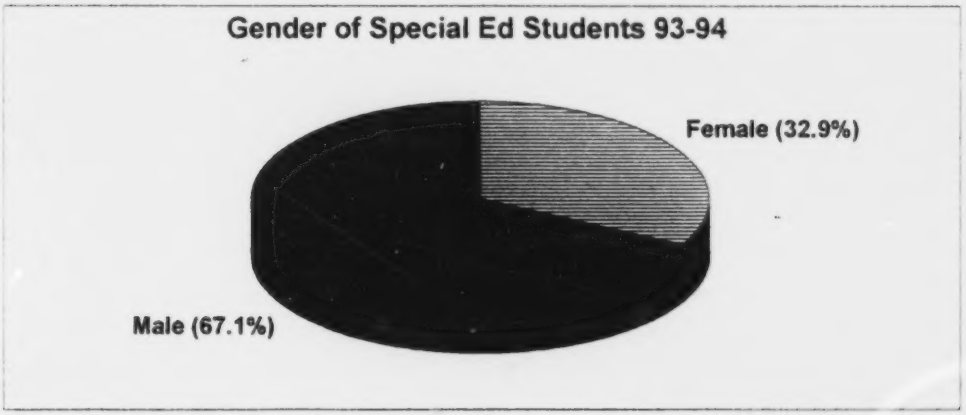
1993 Survey - District 742 Special Education Department Follow-up Study of Students Who Exited School 1988-1992
1986 Survey - District 742 Special Education Department Follow-up Study of Students Who Exited School 1981-1986
State Survey - 1994 Minnesota Post-school Follow-up Study
LD or SLD - Specific Learning Disability
MH - Mental Handicap, which includes Moderate to Mild Mental Handicap (MMH) and Moderate to Severe Mental Handicap (MSH)
CD - Communication Disorders
HI - Hearing Impairments
VI - Visual Impairments

I. General Information

1. (4) What was the gender of survey participants?
(N=127)

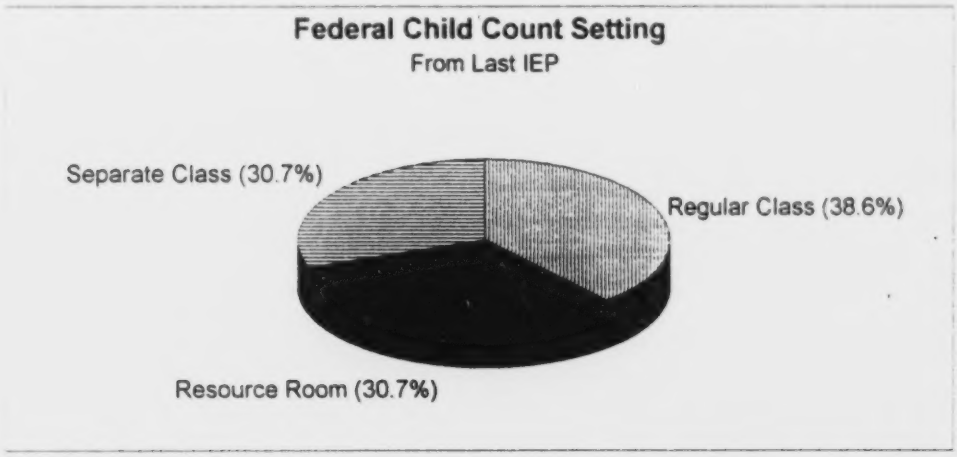


2. (4) How does this compare with the percentages of males and females currently enrolled in special education?
(N = 1389)

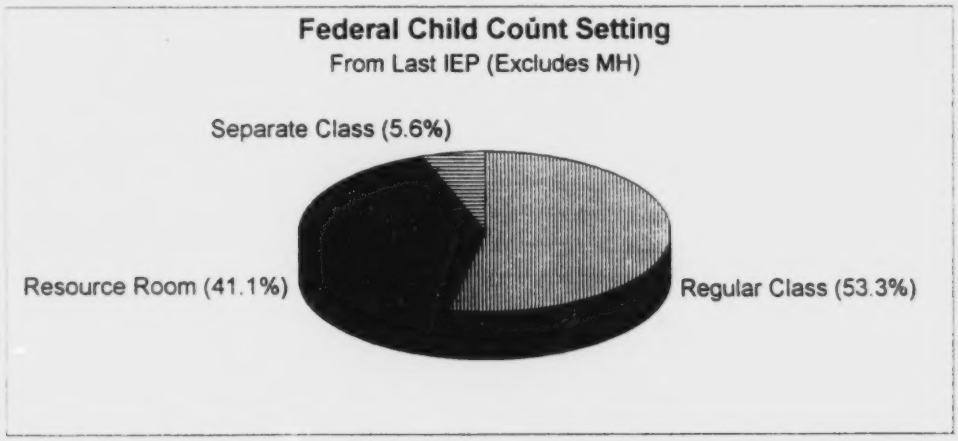


Gender percentages in the 1993 Survey are consistent with the special education population and the 1986 Survey. They differ from the State Survey (59% male, 41% female), the regular education sample (34% male, 66% female), and the general population which is virtually evenly divided by gender.

3. (6) Using current definitions, what were the federal child count instructional settings of survey participants?

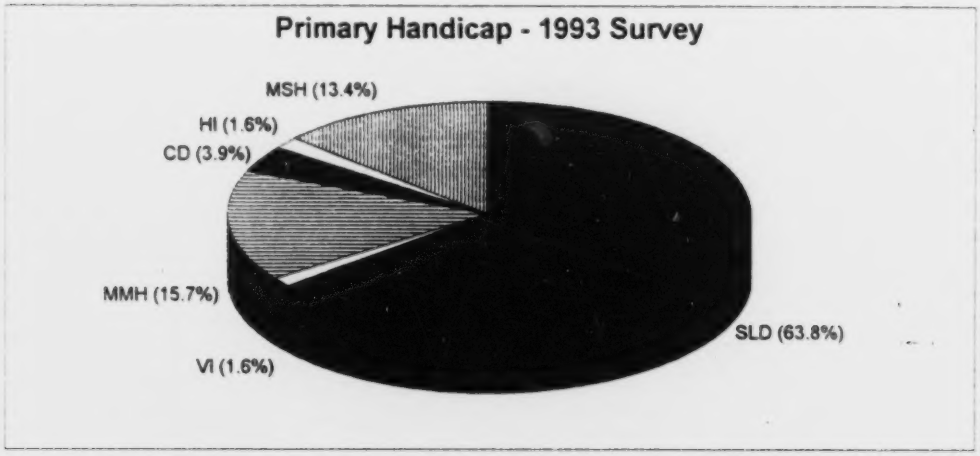


4. (6) Excluding MSH and MMH, what were the federal child count settings of survey participants?
(N=90)



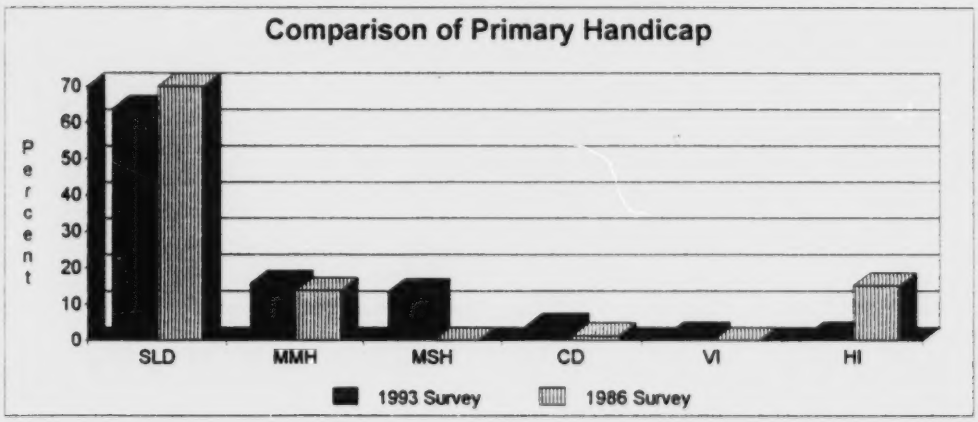
When MSH and MMH are excluded, over half (53%) of former students were served in the regular classroom.

5. (7) What were the primary handicapping conditions of former students who exited between 1988 - 1992 and who completed the 1993 Survey?



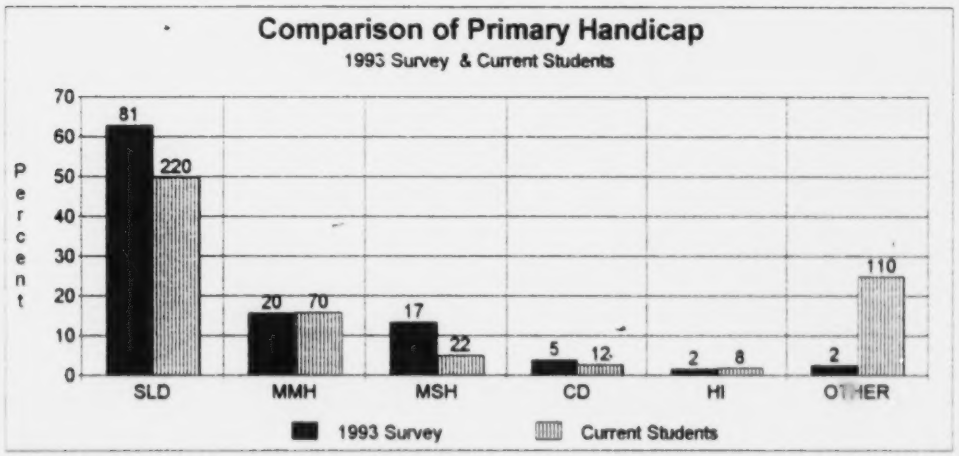
The State Survey had higher percentages for MMH (24%) and MSH (23%), and a lower rate for LD (38%). The State Survey included EBD but did not sample the primary disabilities of CD, VI, or HI.

6. (7) How does this compare with the primary handicapping conditions of 1986 Survey participants? (1986 Survey N= 80)

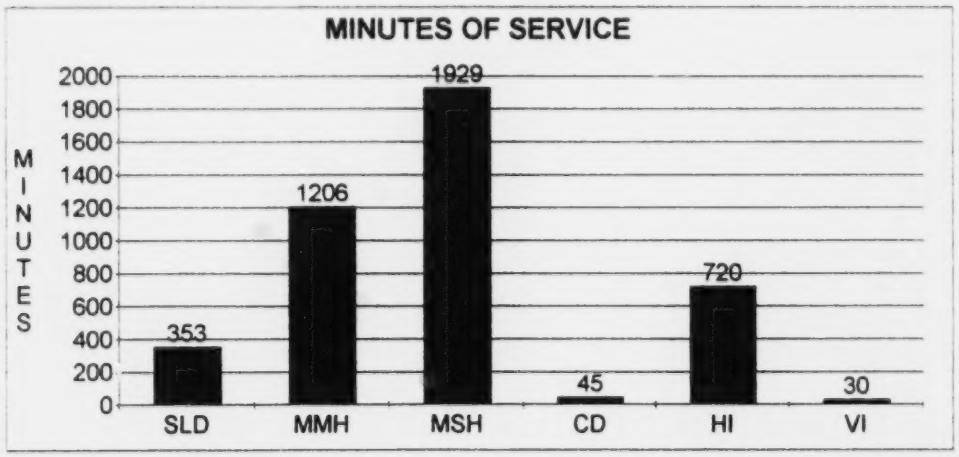


The surveys had similar percentages for LD and MMH, however, the 1986 Survey did not include the disabilities of MSH or VI, had lower rates for CD and had higher rates for HI.

7. (7) How does this compare with the primary handicapping conditions of current special education students in grades 7 - 12?
(1993 Survey N=127, Current Secondary SPED Students N=442)



8. (5) On the average, how many minutes per week of service were survey participants receiving, according to their last IEP?

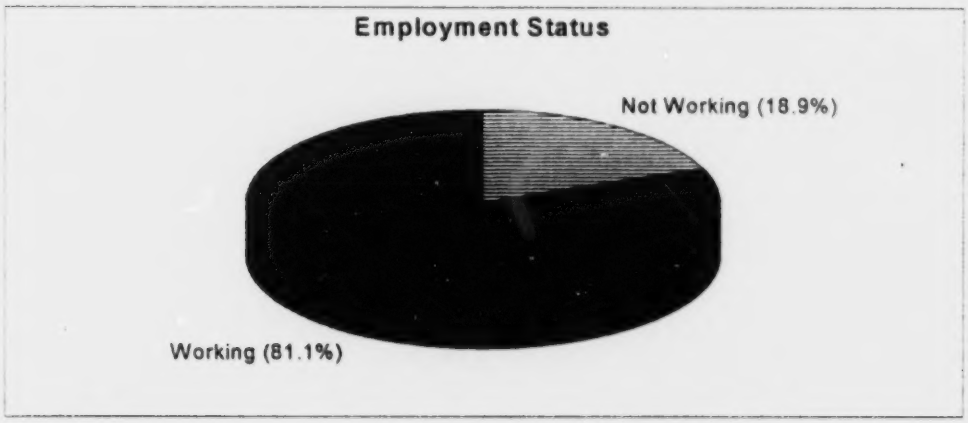


Minutes of service ranged from 25 to 2100 minutes per week with a mean of 774 and a median of 300.

II. Post School Life Situations

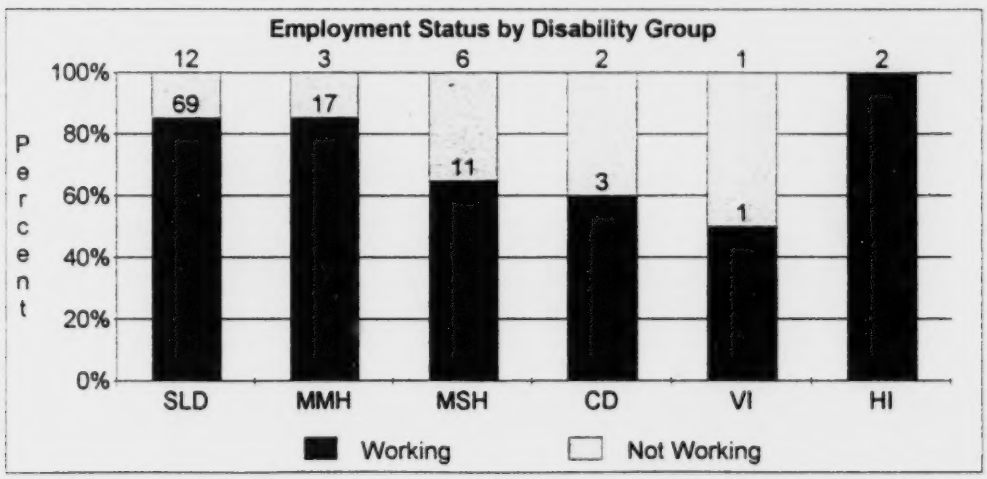
Employment and Daytime Activities

9. (13) How many of the survey participants (1993) are working?



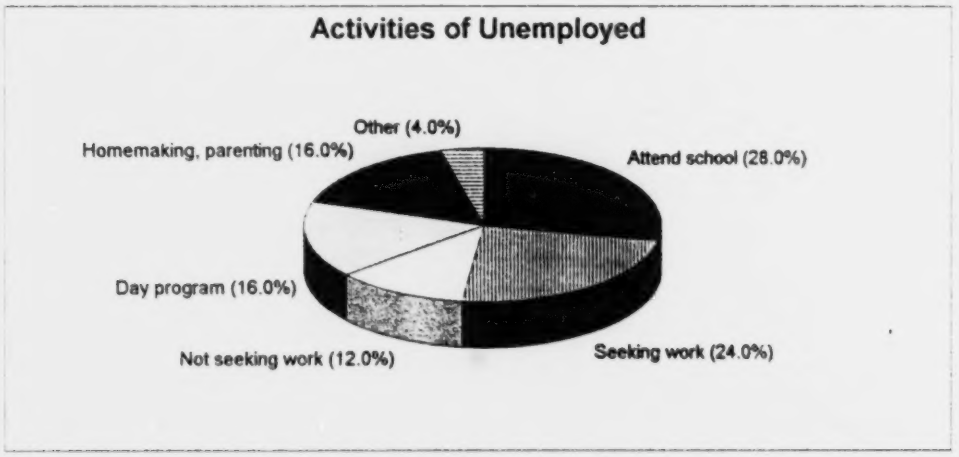
Employment rates are consistent with those found in the 1986 Survey, the State Survey and among regular education peers.

10. (13) Are there differences in employment status among disability groups?



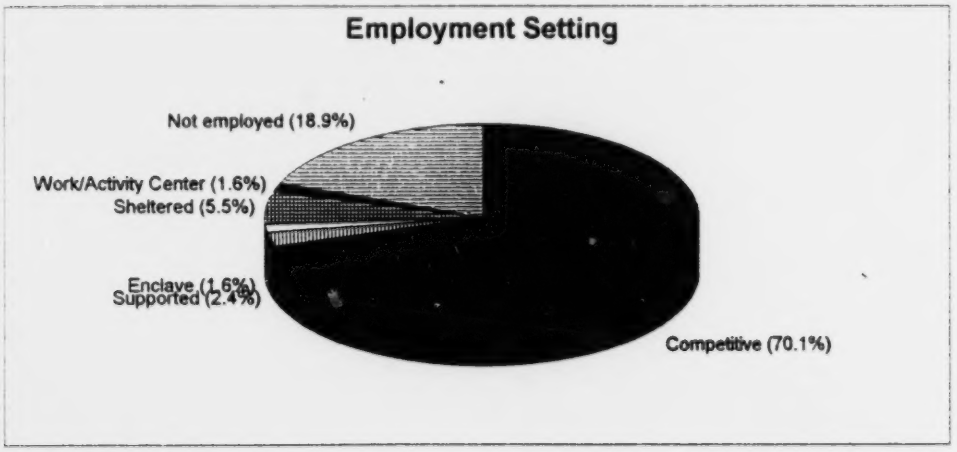
A comparison with the State Survey indicates higher employment rates for former students with the disabilities of LD (85% vs. 80%) and MMH (85% vs. 75%), and a lower rate for MSH (64% vs. 82%).

11. (22) What are the activities of those former students who are not employed? (N=24)



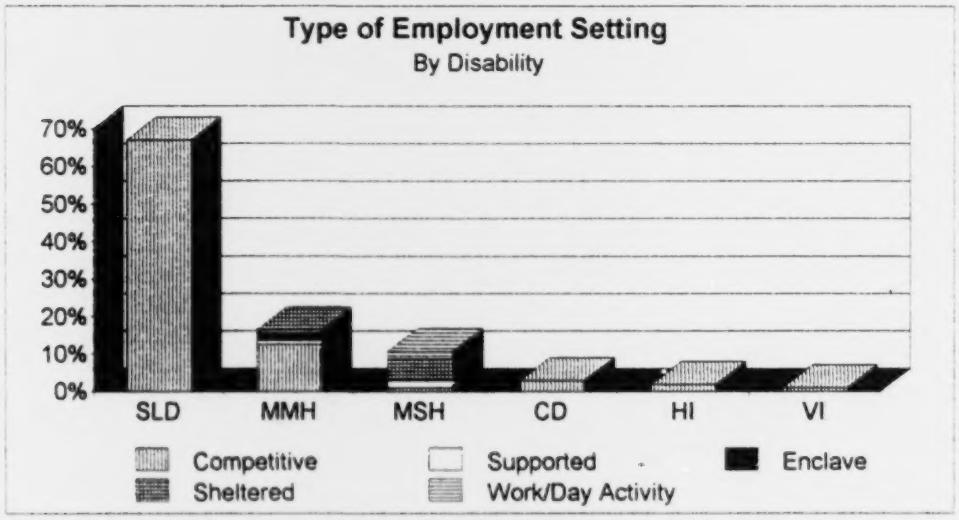
As a group, unemployed youth are more apt to be recent graduates, female, parents, and have MSH as a disability. Those who were not seeking work, were male and mentally handicapped. Most (87%) regular education peers were attending school if they were unemployed.

12. (19) What types of employment or day activity settings are 1993 Survey participants involved in?



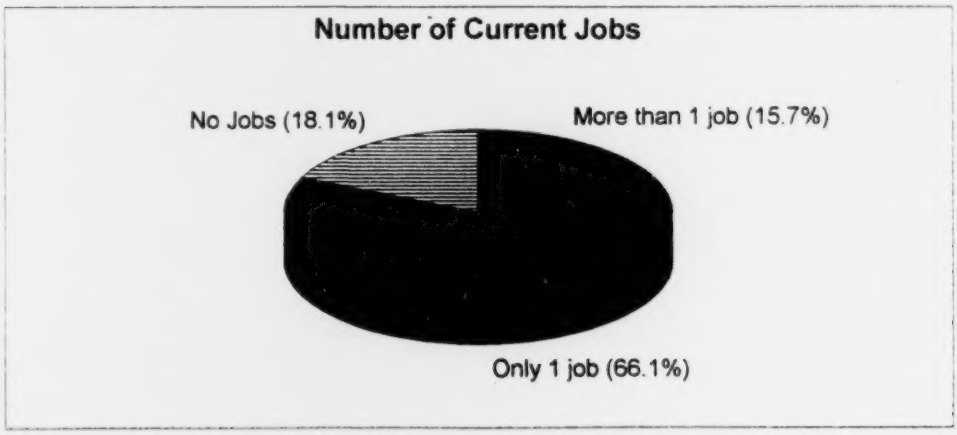
State Survey rates were 51% for competitive, 13% for supported (includes enclave), and 16% for sheltered (includes work/activity center).

13. (19) How do employment or day activity settings vary among disability classifications? (N=103)



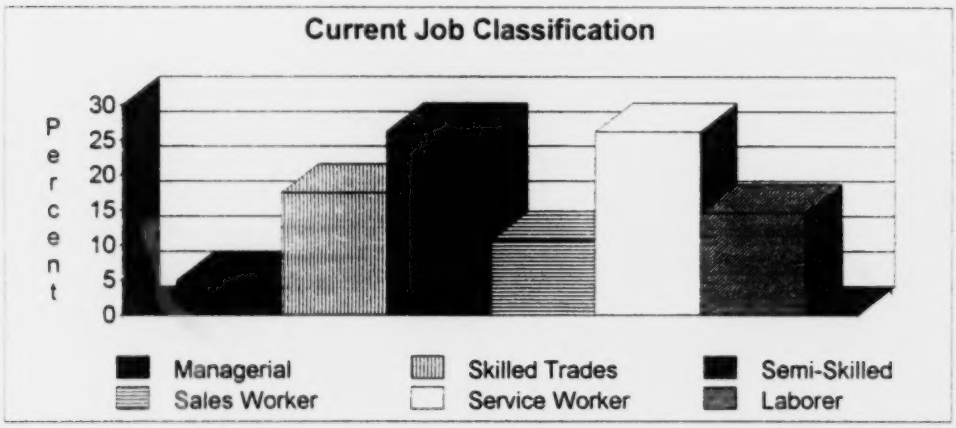
Employment settings for those with the disability of MMH differed from the State Survey in that more St. Cloud area youth worked competitively and fewer were in supported or enclave settings.

14. (14) How many jobs do 1993 Survey participants currently hold?



A quarter of regular education peers currently hold more than one job.

15. (15) What types of jobs are currently held by 1993 Survey participants? (N=103)



Examples of the jobs for the preceding classifications[1] are as follows:

Managerial: manager, postal chief
Skilled Trades: welder, mechanic, woodworker
Semi-Skilled Worker: lens grinder, clerical, truck driver
Sales Worker: customer service, car parts/sales
Service Worker: cleaning/janitorial, short order cook, nurses aide
Laborer: farm laborer, Wacosa/OTC employee, warehouse worker

When compared to regular education peers, former special education students were more likely to be in skilled trades (18% vs. 5%), or laborers (15% vs. 4%) and less likely to be in sales (11% vs. 23%) or managerial positions (5% vs. 24%).

16. (16) How long have 1993 Survey participants held these jobs?

The length of time that 1993 Survey participants have held these jobs ranged from one week to 5.9 years, with the average being two years and the median being 18 months.

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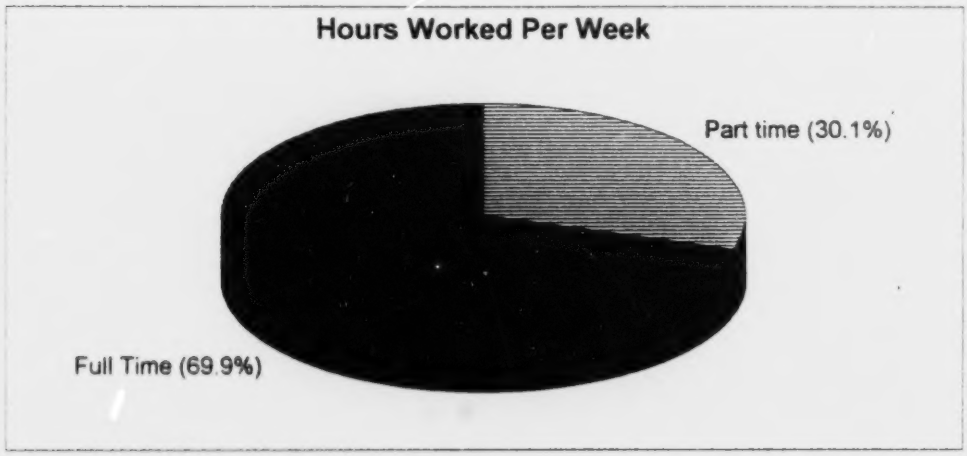
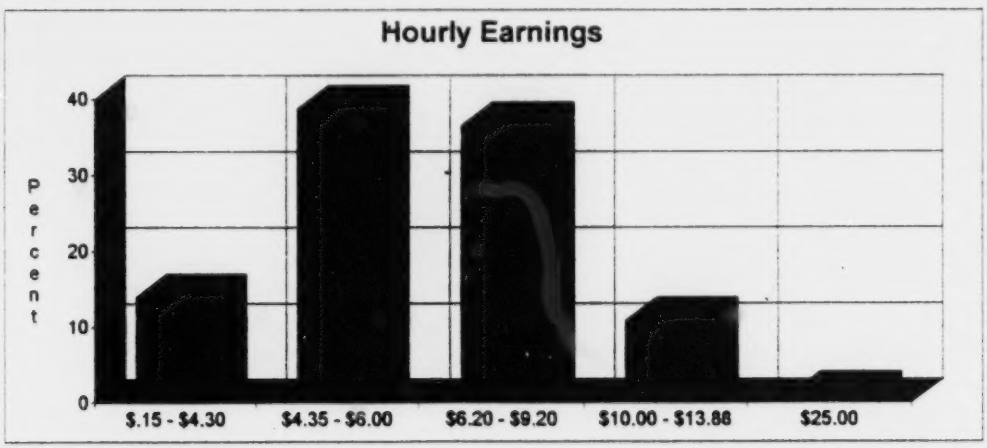
[1] Job classifications were made using the 1980 Census of Population Occupational Classification System.

17. (17) What percentage of competitively employed youth work full time and part time (35 hours or less)? (N=73)



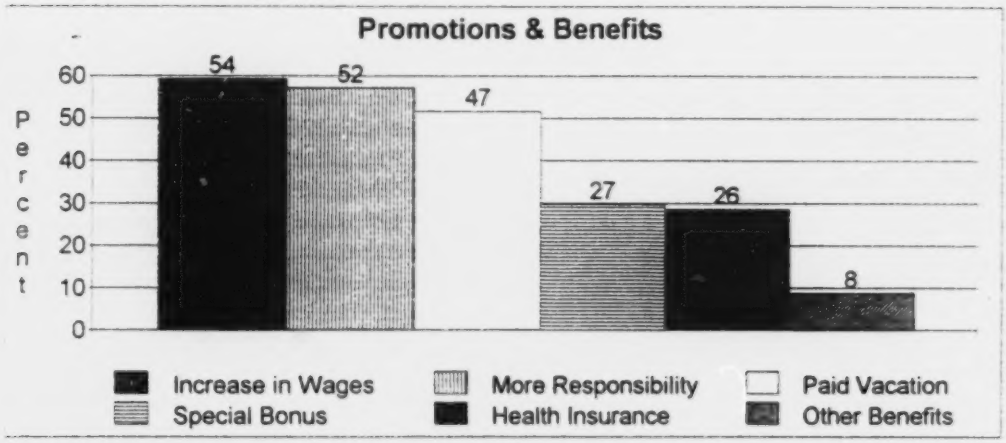
The mean number of hours worked was 38.6.

18. (18) What are the average hourly wages received by 1993 Survey participants in their primary job? (N=94)



The mean wage was $6.60 per hour. The median was $6.00 compared to regular education peers who had a median wage of $7.00. Those working competitively had a mean wage of $7.24. Nearly half earned over $250 per week compared to a third of competitively employed youth in the State Survey.

19. (21) What benefits or promotions have 1993 Survey participants received in their current jobs? (N=91)

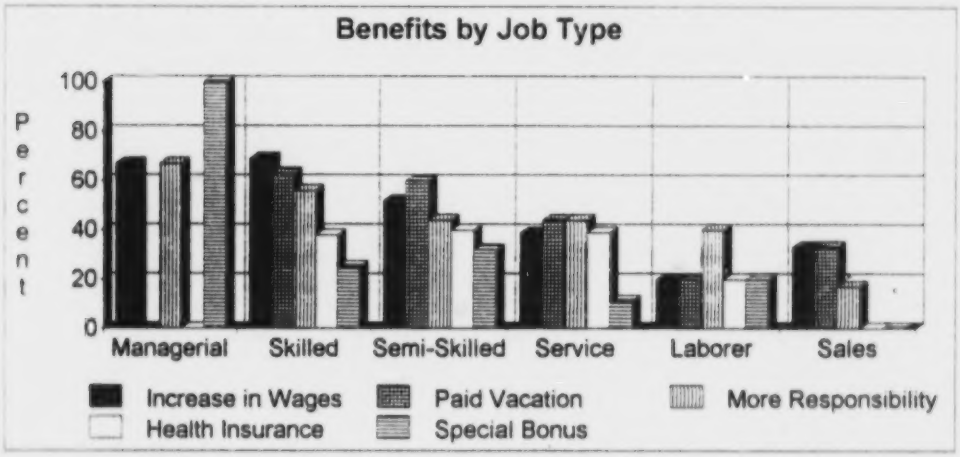


More regular education peers received increased wages (75%), added responsibility (69%), and bonuses (38%).

20. (21) Did full time competitive employees earn more benefits or promotions? (N=72)

Consistent with the State Survey, more full time employees earned benefits. The percentage of former District 742 students earning vacation and bonuses was higher than the State Survey.

21. (21) Did benefits vary by the type of job held by competitive employees? (N=72)

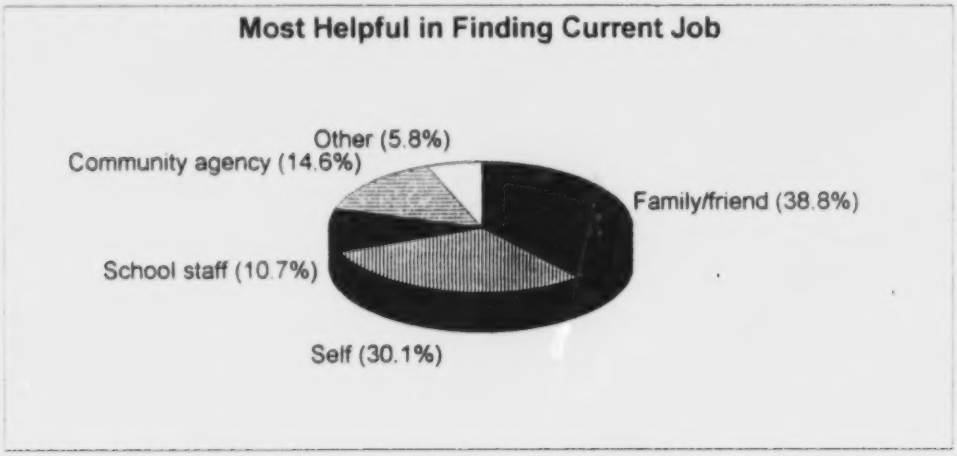


Those who worked in skilled and semi-skilled occupations were more likely to receive increased wages and vacation.

22. (21) Did benefits vary in accordance with length of employment? (N=103)

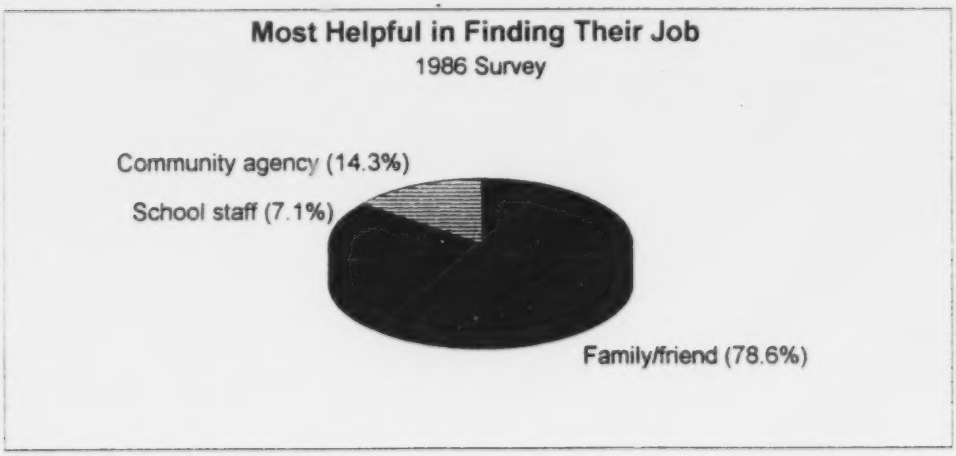
The greatest increases in benefits occurred in the second to third years of employment.

23. (20) Who helped 1993 Survey participants the most in finding their current job? (N=103)

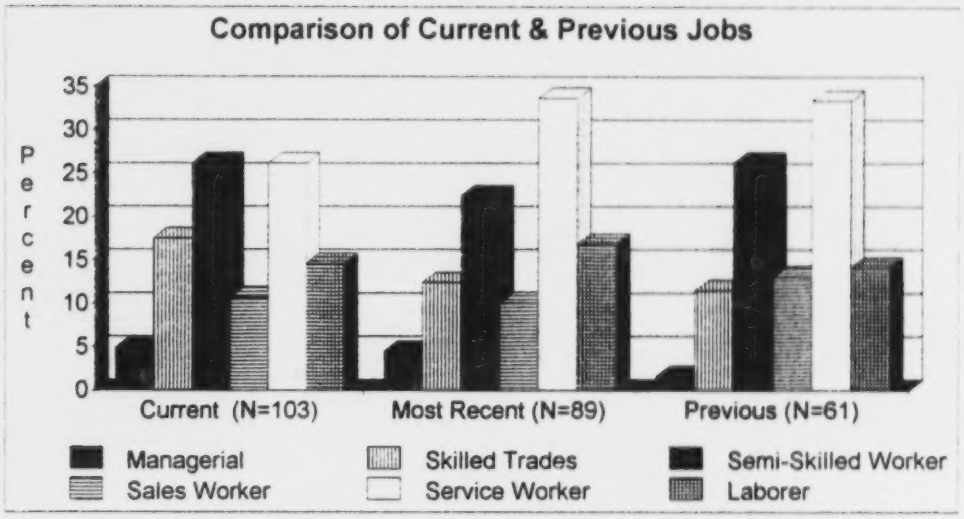


Within the State Survey, community agencies played a greater role in securing employment (31% vs. 15%) and the role of family/friends was less (18% vs. 39%). Among regular education peers, 93% credited the "self, family, friend" network in getting their job.

24. Who helped 1986 Survey participants the most in finding their job? (N=56)



25. (30) What types of jobs did 1993 Survey participants hold prior to their current job?

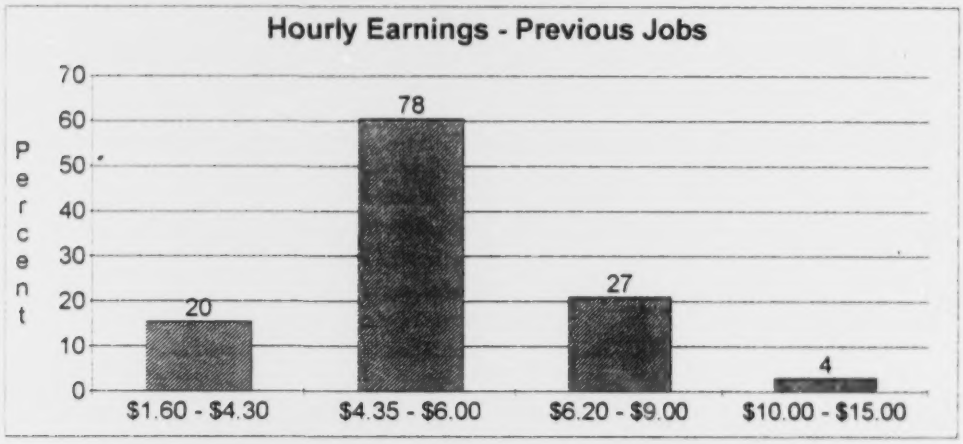


Comparison of current jobs with former jobs shows growth in the skilled trades occupations and decreases in service jobs.

26. (31) How many previous jobs did former students hold and how long did they hold them?

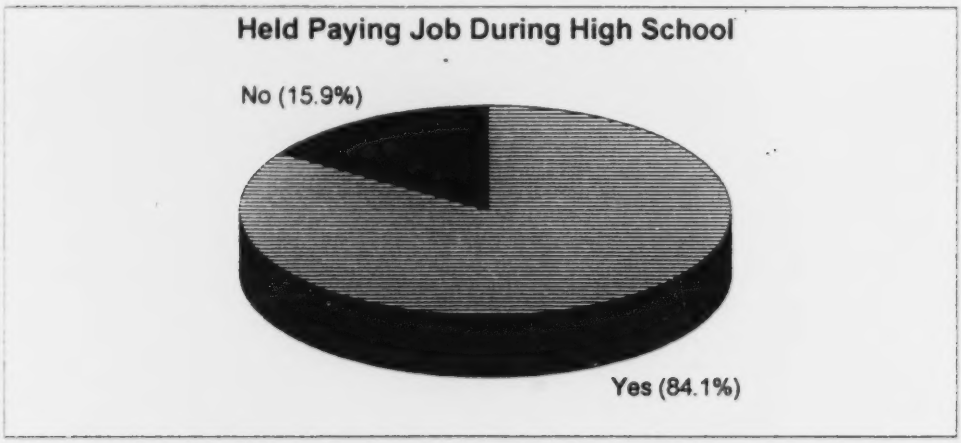
The number of jobs held by 1993 Survey participants since leaving school ranged from zero to nine, with an average of two jobs and a median of 2.2 jobs. The length of time these jobs were held ranged from a week to 6 years with an average length of time being 13.5 months and the median being eight months.

27. (33) What were the average hourly wages received by 1993 Survey participants in their previous jobs?
(N=145 - combines most recent and previous)



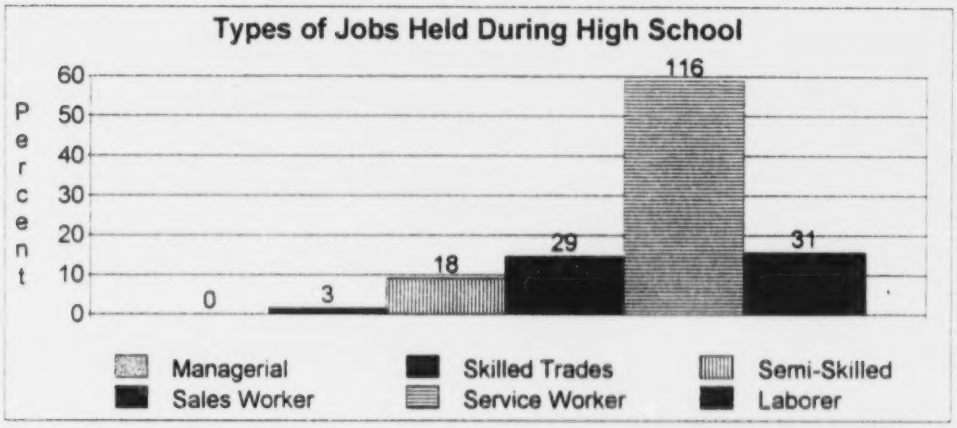
The mean hourly wage in previous jobs was $5.61 and the median was $5.25.

28. (27) What percentage of 1993 Survey participants held paying jobs while in high school?



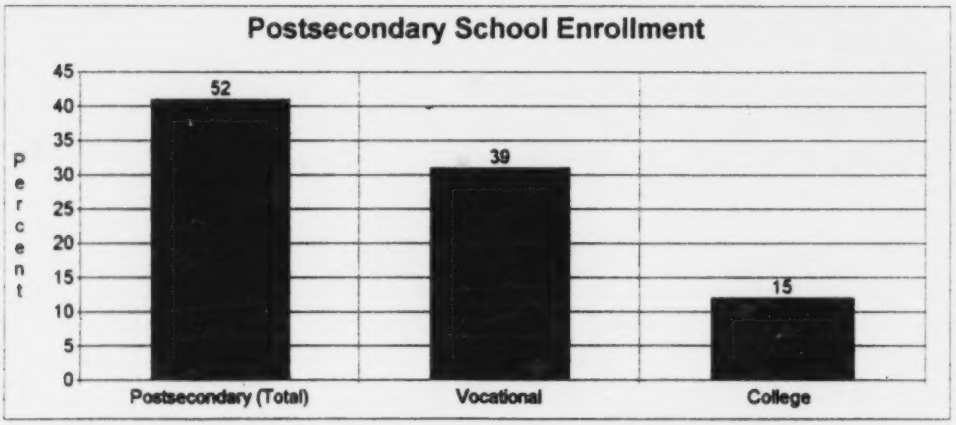
The number of jobs held during high school ranged from one to six, with the average and median being 2 jobs. Ninety-one percent of regular education peers held jobs during high school.

29. (28) What types of jobs did former students hold while they were in high school? (N=197)



Compared to regular education peers, former special education students held laborer jobs more frequently (16% vs. 6%) and held sales positions less frequently (15% vs. 24%).

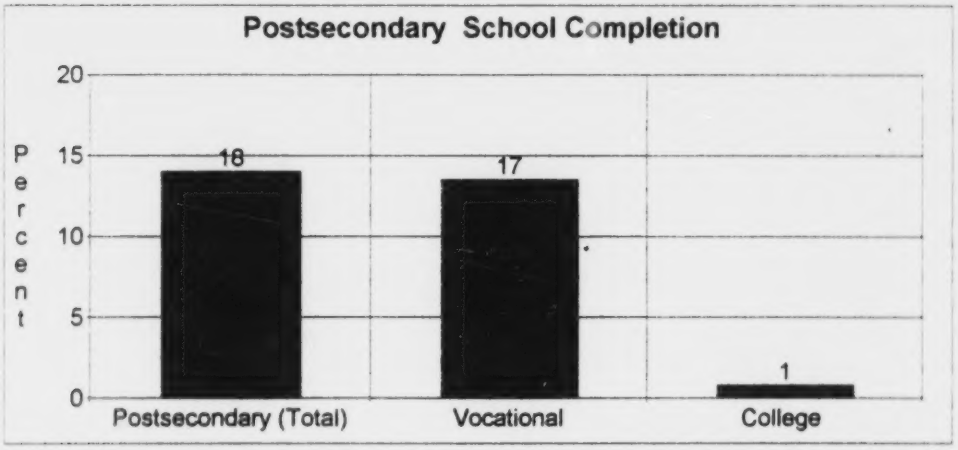
30. (35) What percentage of survey participants enrolled in postsecondary schools, and what type of school did they enroll in?



The total enrollment rate (41%) was higher than the 1986 Survey and the State Survey (28% each). The enrollment rates of 1993 Survey participants were lower for vocational/technical programs but higher for colleges than those in 1986 Survey and the State Survey.

30. Most (80%) regular education peers had enrolled in postsecondary schools, with 21% enrolling in vocational programs and 68% enrolling in colleges.

31. (35) What percentage of survey participants completed postsecondary schools, and what type of school did they graduate from?



A third (34%) of regular education peers completed their programs, which was comparable with the special education group for vocational programs (15%) but much higher (19%) for college.

32. (35) Were there differences in postsecondary enrollment and completion among the three high schools?

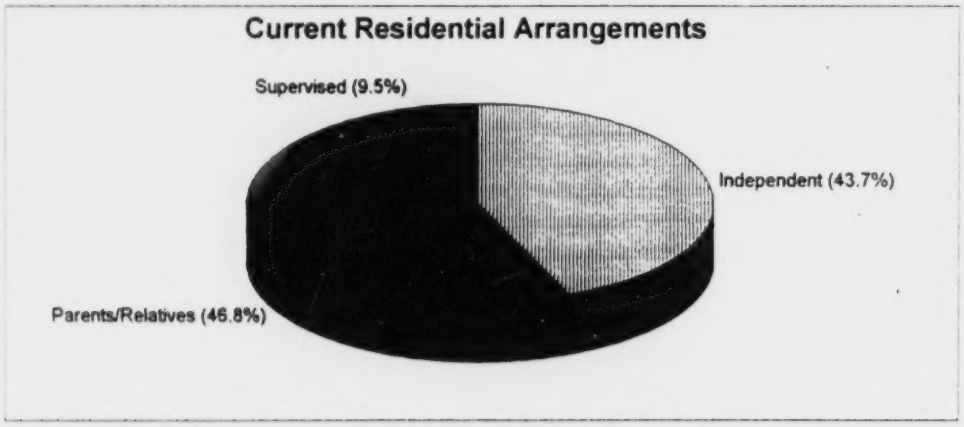
Excluding MSH, percentages of enrollment by school were 39% for Technical, 31% for Apollo, and 18% for ALC.

Former Tech students had the highest (26%) rate of enrollment in Vocational Technical Colleges, followed by ALC with 18%. However, the completion rate was highest (20%) for former Apollo students. None of the former ALC students had completed their program.

Enrollment rates in colleges were comparable for Tech and Apollo (15% and 13%). None of the former ALC students had enrolled in college. Two percent of former Apollo students completed college.

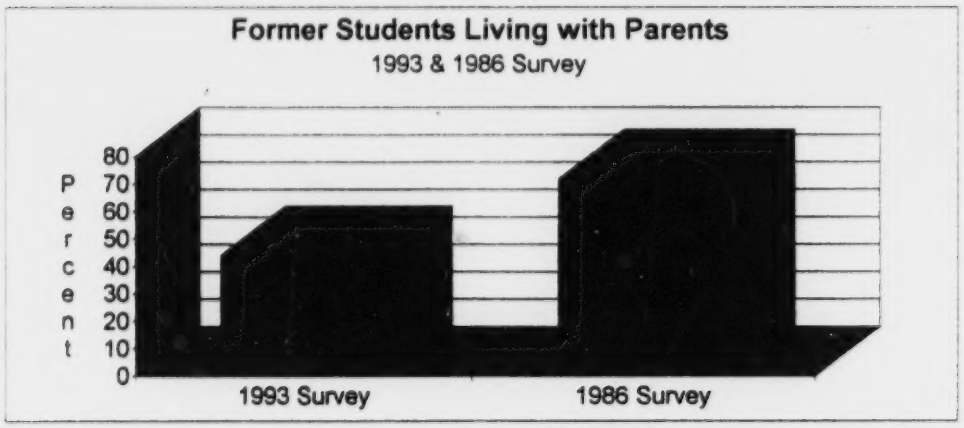
Living Arrangements

33. (43) What are the current living arrangements of 1993 Survey participants?



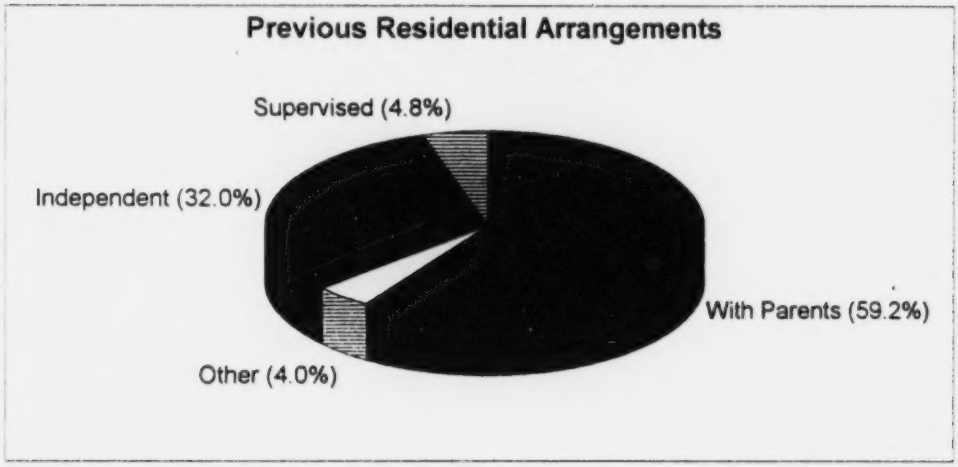
The majority (60%) of females live independently, while nearly half (49%) of males live with their parents. Forty-four percent of former students live independently, compared to 23% of the State sample and 64% of regular education peers.

34. (43) How does the percent of youth who live with their parents in 1993 Survey compare with the 1986 Survey and the State Survey?



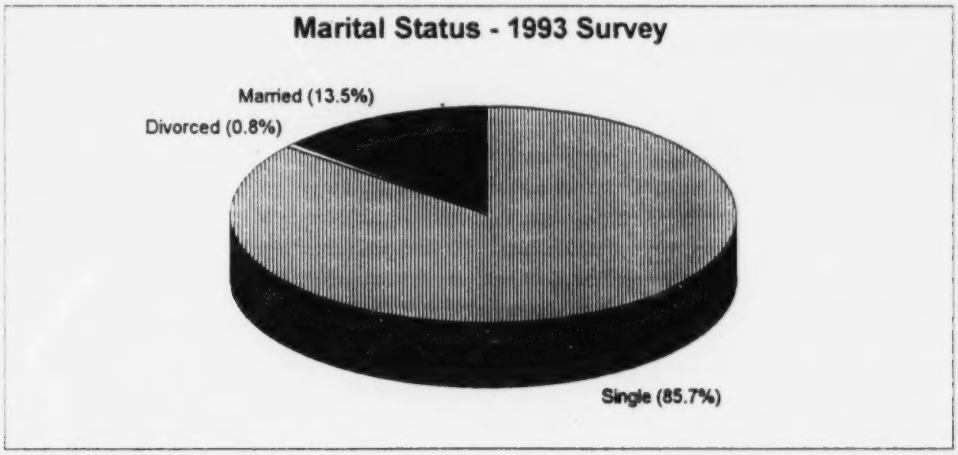
Fewer 1993 Survey participants lived with their parents than the 1986 Survey (72%) and the State Survey (62%). Among the general population and regular education peers, 52% and 35%, respectively, live at home.

35. (45) What were the previous living arrangements of 1993 Survey participants?



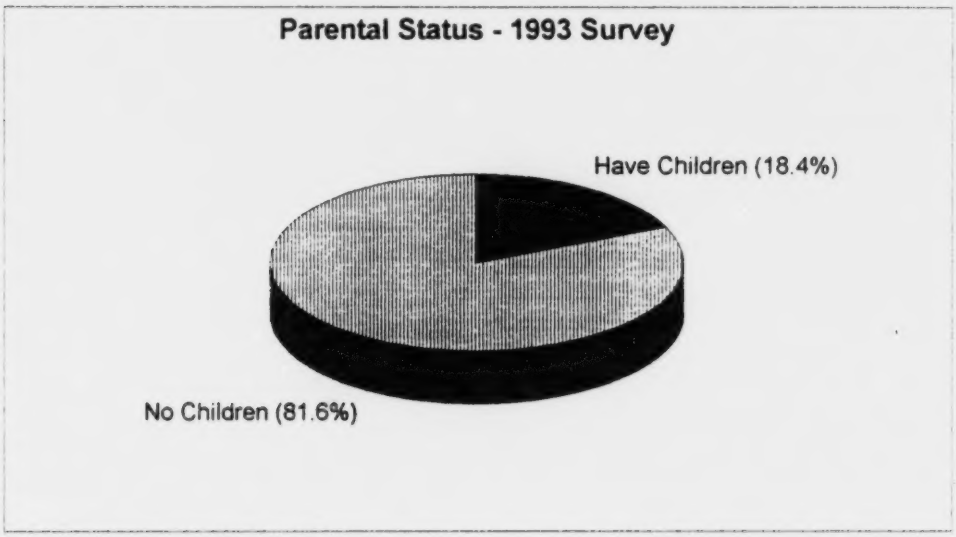
In the 1986 Survey, 54% of former students lived with their parents, previously. Fewer (47%) regular education peers lived with their parents.

36. (46) What was the marital status of 1993 Survey participants?



Marital status of 1993 Survey participants was fairly consistent with the 1986 Survey (11% were married) but was higher than the State Survey where 4% were married. More regular education peers were married (23%).

37. (47). What percent of 1993 Survey participants had children?



More than twice as many of the 1993 Survey participants were parents as in the 1986 Survey (8%) and the State Survey (9%). Most had one child.

Community Involvement/Leisure Activities

38. (50) What recreational/leisure activities were former students involved in during a week period?

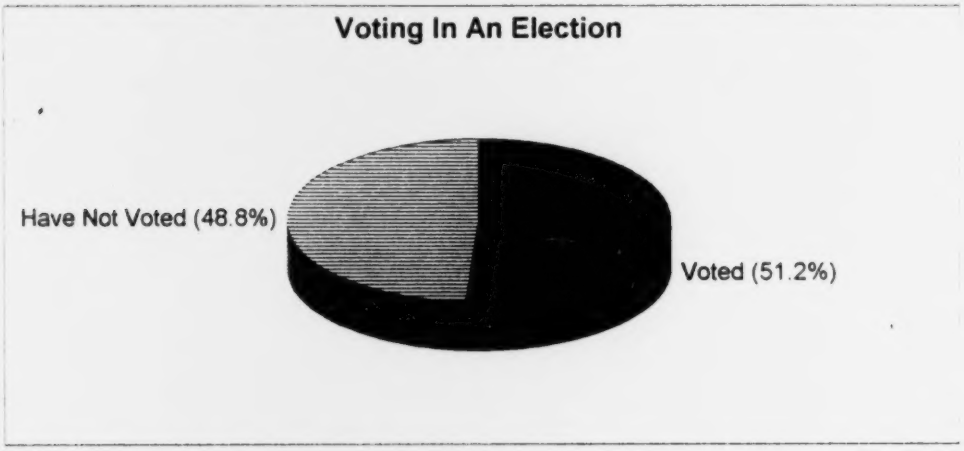
Weekly Recreational/Leisure Activities

Activity	#	%
Watched TV or listened to radio or records	122	97%
Sat around resting	113	90%
Went out to eat	106	84%
Visited a friend	103	82%
Went for a walk, jogged or exercised	102	81%
Read, looked at magazines/books	95	75%
Went shopping	94	75%
Went out on a date or to a party	74	59%
Went to a park	59	47%
Worked on hobbies	58	46%
Participated in sports	54	43%
Went to a tavern or bar	50	40%
Went to a movie, concert, or play	46	37%
Played cards or table game	43	34%
Attended a religious service	35	28%
Went to a sporting event	30	24%
Attended community events	27	22%
Went to a meeting of a club or organization	19	15%
Volunteered	16	13%

The 7 most common activities (75% and above) were consistent with the recreational and leisure activities of youth in the State sample.

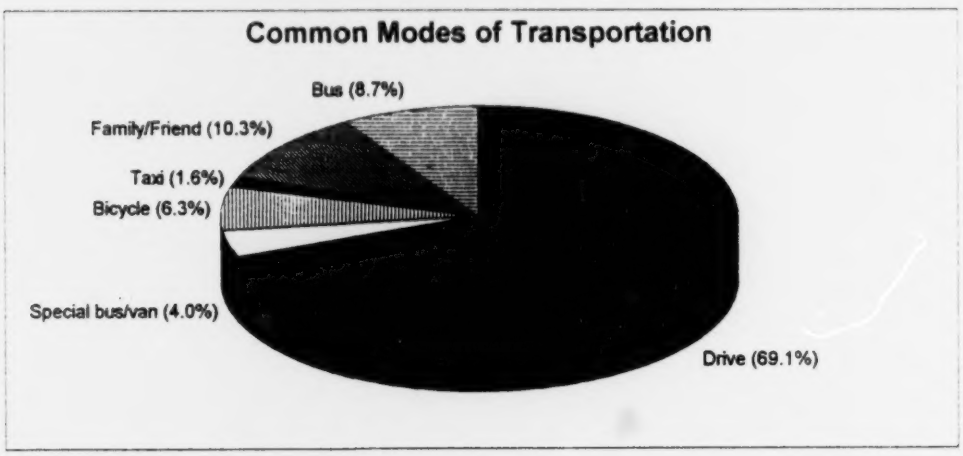
Overall, regular education peers participated in most of these recreational and leisure activities to greater extent, especially reading (90%), dating or going to parties (68%), participating in sports (57%), and volunteering (22%).

39. (54) What percentage of former students have voted in an election?



Forty-two percent of the State sample voted in an election. Three quarters (77%) of regular education peers voted in an election.

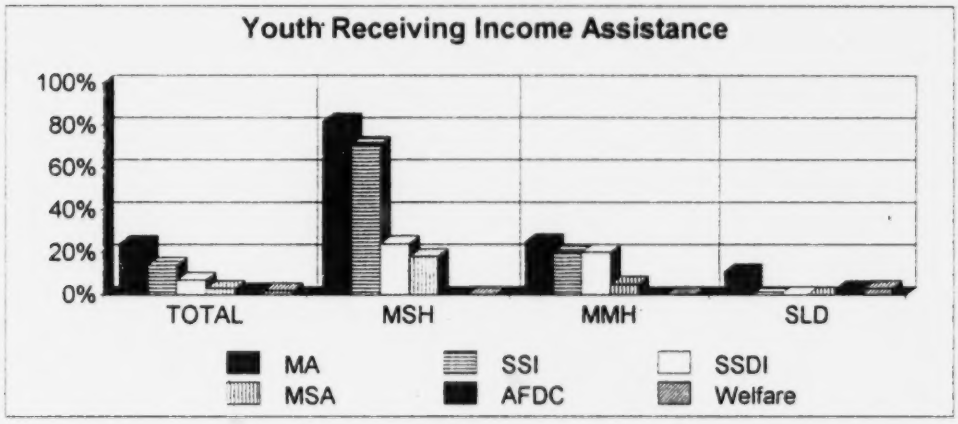
40. (51) What types of transportation were usually used by former students?



Most former students drive and nearly 20% use the bus or rely on family and friends for rides. This contrasts with the State Survey where 45% drive and nearly 40% ride the bus or get rides with family and friends. Nearly all (93%) regular education peers drive.

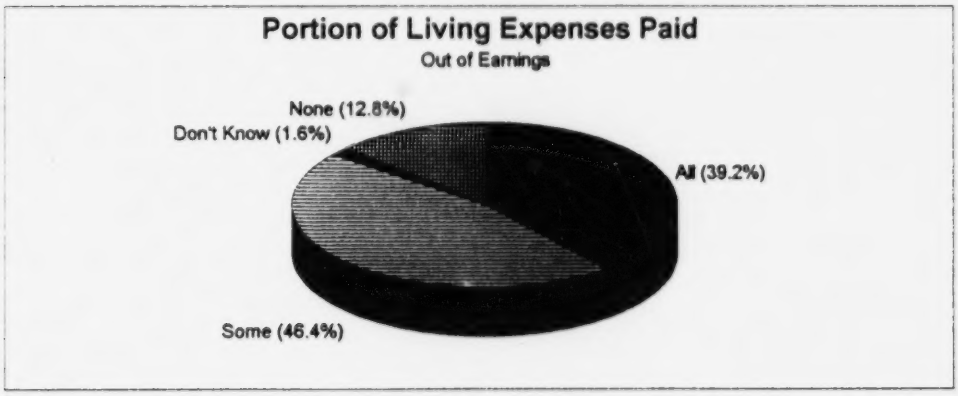
Financial Independence

41. (55) To what extent do 1993 Survey participants receive MA, SSI, SSDI, MSA, AFDC, or Welfare? Does this vary among disability groups?



71% do not receive any monthly support from the listed programs. Percentages for the State sample are nearly double (e.g., 49% get MA and 32% get SSI).

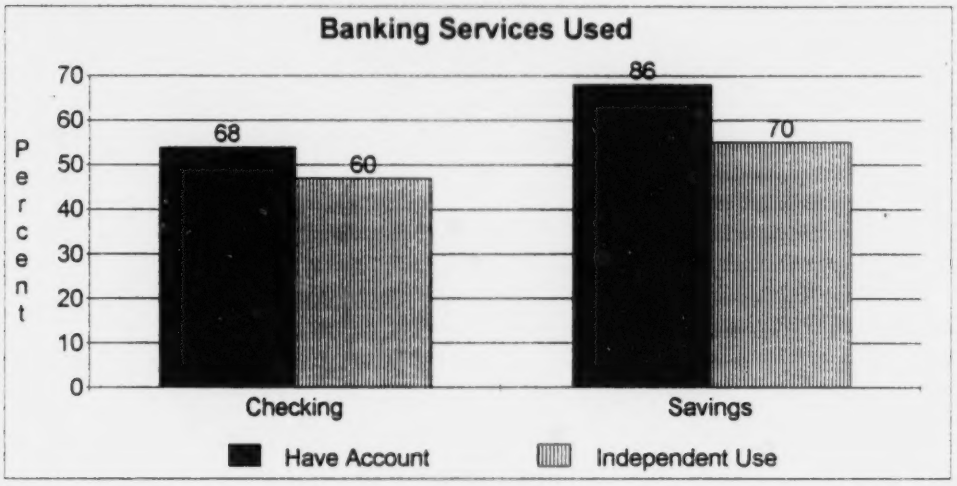
42. (56) What portion of living expenses do former students pay out of their own earnings?



In the State sample, 23% paid all of their living expenses, 51% paid some, and 26% paid none of their living expenses.

42. Among former District 742 students who live independently, 67% paid for all of their expenses out of their earnings.

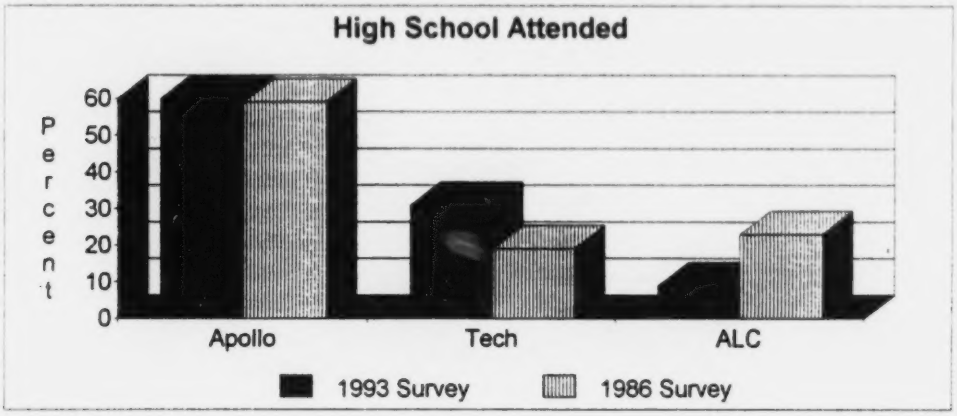
43. (57) What banking services do out-of-school youth use independently?



In the 1986 Survey, fewer former students (41%) had checking accounts and slightly more (74%) had savings accounts. Fewer youth in the State Survey had checking and savings accounts (43% and 61%, respectively).

III. EVALUATION OF EDUCATIONAL PROGRAM

44. (61) What high schools did former students attend? How does this compare with the 1986 Survey?



Excluding MSH from the 1993 Survey, results in Apollo decreasing to 54% and Tech increasing to 36%. Among regular education peers, 43% attended Apollo, 53% attended Tech, and 3% attended ALC.

45. (65) In what manner did 1993 Survey participants leave school, how old were they, and how long have they been out of school?

Eighty-seven percent graduated with a diploma, 6 % aged out and 6% dropped out. This is fairly consistent with the 1986 Survey and the State Survey. Among regular education peers 97% graduated and the dropout rate was 3%. Dropout rates are significantly lower than those found in national studies of special education students and among the general population (37% and 21%, respectively).

The average age at exit was 18. Three quarters of the former students exited at age 18 or 19.

Approximately equal percentages (25%) have been out of school 1, 4, and 5 years. The remainder have been out of school 2 years (16%) or 3 years (11%). In the State Survey, most youth (82%) have been out of school 1 to 3 years. Regular education peers have been out of school 1, 3, and 5 years (33% each).

46. (72) What subjects did 1993 Survey participants think should be given more time? How does this compare with the ratings in the 1986 Survey?

Subjects Which Should Be Given More Time

SUBJECT	MORE TIME GIVEN 1993 SURVEY	1986 SURVEY
Reading*	73%	73%
Math*	67%	68%
Writing*	66%	66%
Drug Education*	65%	61%
Physical/Sexual Abuse*	64%	63%
Sex Education	55%	63%
Career Counseling	54%	65%
Family Living	47%	40%
Typing	44%	30%
Personal Counseling	44%	33%
Auto Mechanics	43%	53%
Work Program*	41%	43%
Home Economics*	33%	33%
Industrial Arts	33%	24%
Physical Education	31%	17%

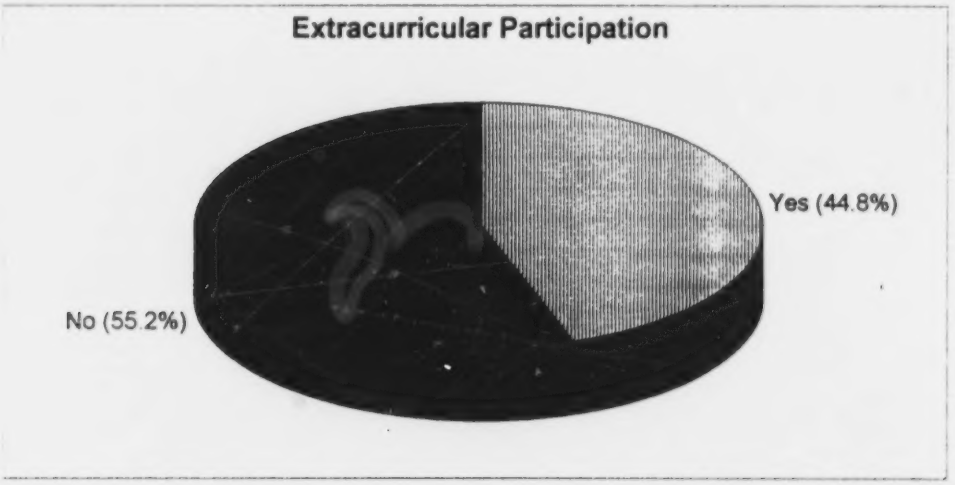
*Comparable ratings

Over half of the former students in the 1986 Survey, the 1993 Survey and the survey of regular education peers rated reading, math, writing, drug education, physical/sexual abuse, sex education, and career counseling as subjects which needed more time. Among all three groups, reading, math and writing were most frequently cited as needing additional time.

Compared with the 1986 Survey, more 1993 Survey participants indicated a need for additional time in the areas of family living, typing, personal counseling, industrial arts, and physical education. Fewer 1993 Survey participants rated the areas of sex education, career counseling, and auto mechanics as needing more time.

When asked what subjects had been most helpful since leaving school reading and math were the most frequently cited subjects.

47. (73) What percentage of former students participated in extracurricular activities?

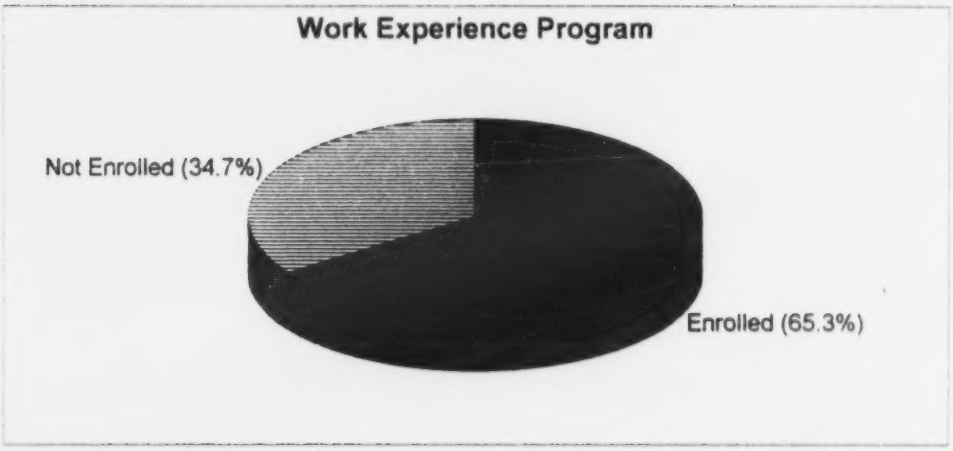


Extracurricular participation was lower in the 1986 Survey (31%) and the State Survey (33%). One of the most popular activities across all three surveys was athletics.

The majority of former students in the 1986 and the 1993 Surveys thought the school should do more to encourage participation in extracurricular activities.

Most regular education peers (82%) participated in extracurricular activities. Although athletics was the most common activity, participation was significantly higher across all activities.

48. (78) What percentage of 1993 survey participants were enrolled in a Work Experience Program?



49. (79) What Work Experience services did 1993 Survey participants rate as being "important"? How does this compare with the ratings given by 1986 Survey participants?

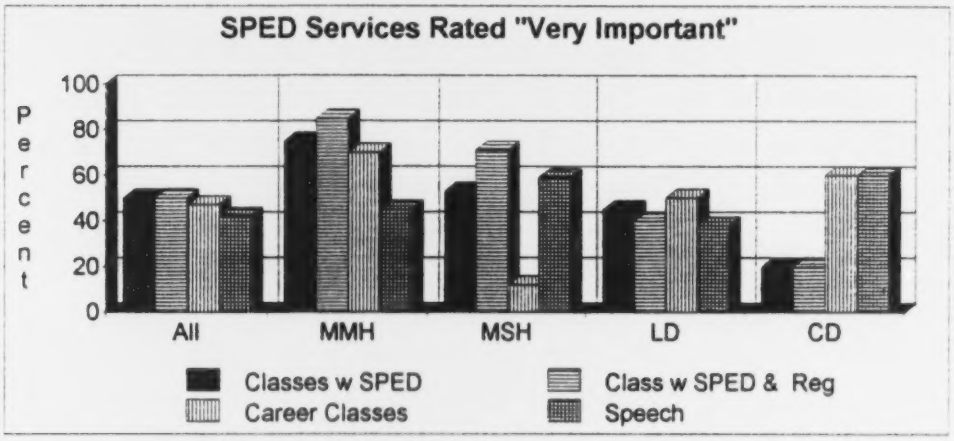
Work Experience Services Rated As "Important"

SERVICE	RATED AS IMPORTANT 1993 SURVEY	1986 SURVEY
Finding a job	94%	96%
Learning more about work abilities	95%	90%
Talking to coordinator about work problems/experiences	90%	98%
Learning more about work interests	95%	96%
Talking about jobs after graduation	89%	91%
Trying many different kinds of jobs	78%	97%
Visiting many businesses and industries	83%	86%

Ratings were fairly comparable for most services, although the 1993 Survey ratings were lower for "trying many different kinds of jobs".

Nearly all former students in the 1986 and the 1993 Surveys believed that more time should be given to career planning.

50. (75) What special education services did the 1993 Survey participants rate as being "very important"? Did this vary among disability groups?



Among former students with VI and HI, services specific to their disabilities were given the highest ratings.

The services of "classes with special education students" and "speech" were among the top rated services in the 1986 Survey. "Supervised study" and "tutoring" appeared to be viewed as more important services in the 1986 Survey than in the 1993 Survey.

IV. SERVICES FROM AGENCIES

Agency Involvement

51. (83) What specialized services do 1993 Survey participants receive? How does this compare with State Survey participants?

Specialized Services Received by Former SPED Students

Service	Percentage Receiving 1993 Survey	State Survey
Vocational Evaluation	22%	37%
Specialized Therapies	6%	13%
Specialized Medical Care	5%	13%

More State Survey participants received specialized services

52. (84) What agencies are 1993 Survey participants currently receiving assistance from?

St. Cloud Area Agencies Providing Services to Former Students

Agency	Total	MMH N=20	MSH N=17	HI N=2	VI N=2	LD N=81
OTC/Wacosa	11%	[illegible]	59%			
Division of Rehabilitation Services	6%	25%	6%	100%		
County Social Services	7%		23%	50%	50%	4%
Mental Health/Counseling Services	5%	10%	6%			4%
Job Training Programs	4%			50%	100%	1%
Health Services	4%	10%	12%			1%
Center for Independent Living	2%	5%	12%			

The use of DRS and County Social Services was much higher in the State Survey (14% and 30%, respectively). The pattern of more youth with the disabilities of MMH and MSH to be involved with these agencies was also found in the State Survey.

52. Involvement with DRS was more frequent (13%) in the 1986 Survey while the use of county services was lower (1%). Consistent with the 1986 Survey, a greater percentage of youth with the disability of HI were involved with DRS.

All of those receiving assistance from DRS, Health Services, and Job Training Programs indicated they were satisfied with the help they had received. The majority of former students also indicated that they were satisfied with services from the other agencies.

Need for Services

53. (86) What services would 1993 Survey participants be interested in receiving? How does this compare to the State Survey?

Potential Service Needs of Former Students

Service Interested In Receiving	Percent	
	1993 Survey	State Survey*
Education or Job Training	77%	55%
Managing money	72%	42%
Knowing what services are available and how to get them	72%	NA
Finding and keeping a job	71%	NA
Getting and using health care	62%	36%
Getting legal help or advice	50%	34%
Arranging recreation and leisure activities	50%	43%
Choosing a place to live	47%	34%
Learning home living skills	38%	32%
Finding a ride	28%	28%
Getting technology assistance	25%	NA

* State Survey percentages are approximate as they were estimated from a chart.

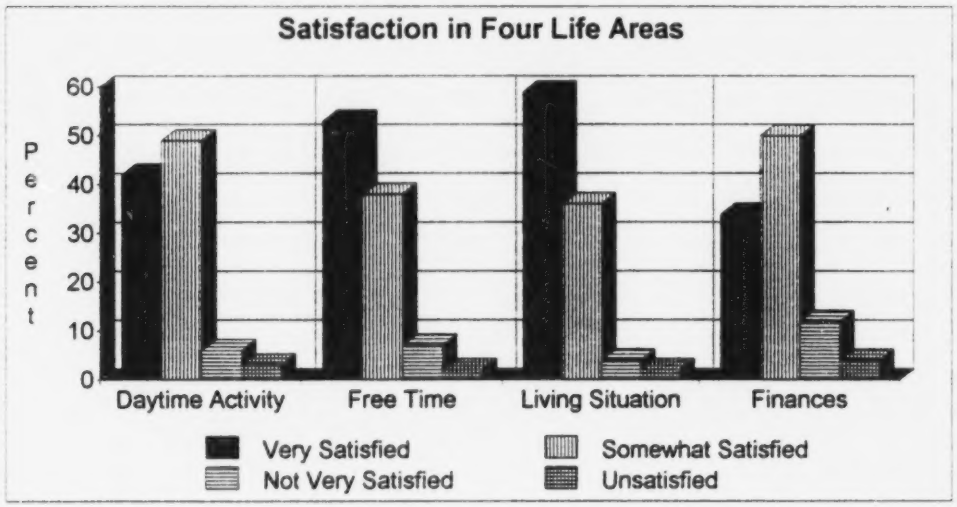
54. (88) Did 1993 Survey participants know who to contact if they needed assistance?

The majority of 1993 Survey participants said they would know who to contact if they needed assistance with education/training or employment (66% and 76%, respectively). These percentages were higher than those in the State Survey (60% and 68%).

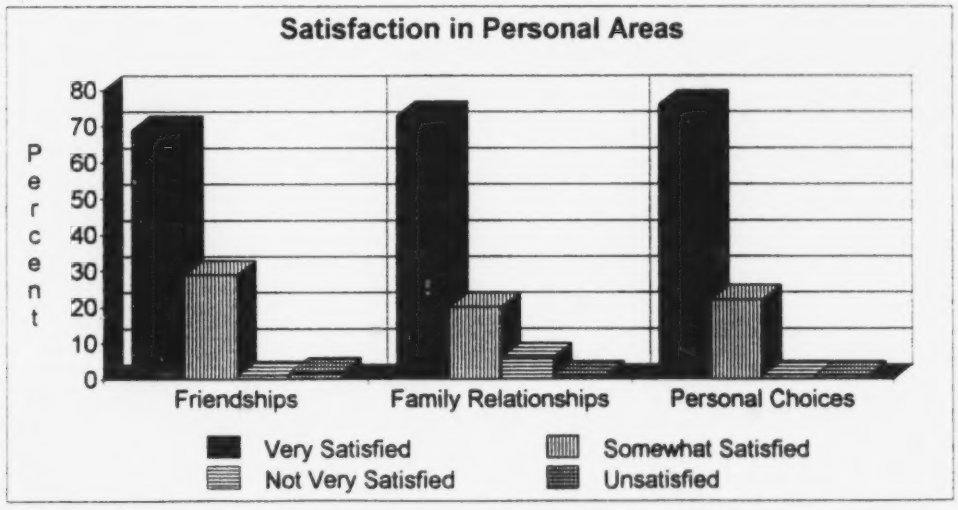
The vast majority (86%) of 1993 Survey participants also knew who to contact if they needed medical help or were crime victims. Only half knew who to contact for help with daycare.

V. LIFE SATISFACTION

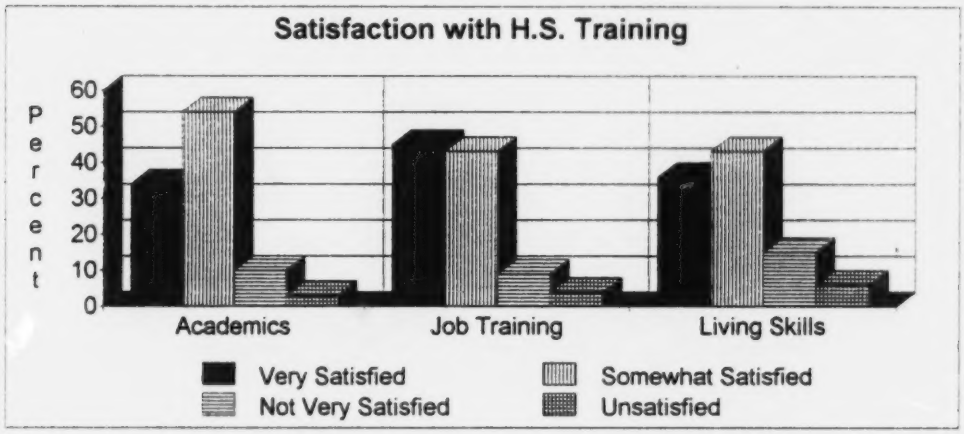
55. (*). How satisfied are former students with their day time activity, living situation, free time activities, and finances? (* Survey Items 26, 49, 53, & 60)



56. (*) How satisfied are former students with their friendships, relationships with their families, and the opportunities they have to make personal choices? (* Survey Items 40, 42, & 91)

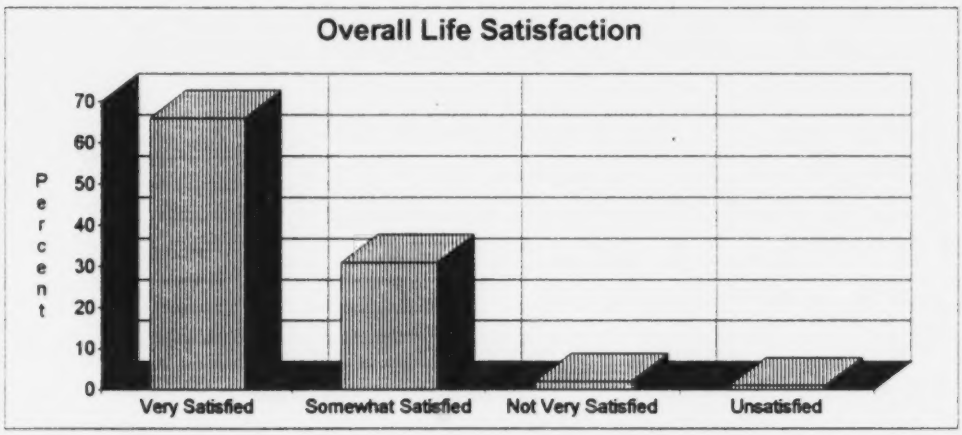


57. (*) How satisfied were former students with the training they received in high school in the areas of academics, independent living skills, and job training? (* Survey Items 76, 77, & 82)



Those who participated in the Work Experience Program more frequently indicated that they were "very satisfied" with job training than those were not involved in this program.

58. (92) How satisfied are former students with their lives in general?



When 1993 Survey participants were asked what was the most satisfying aspect of their lives, 46% cited relationships with family and friends. When asked about what the least satisfying aspects were, a fourth cited concerns or problems with their relationships.

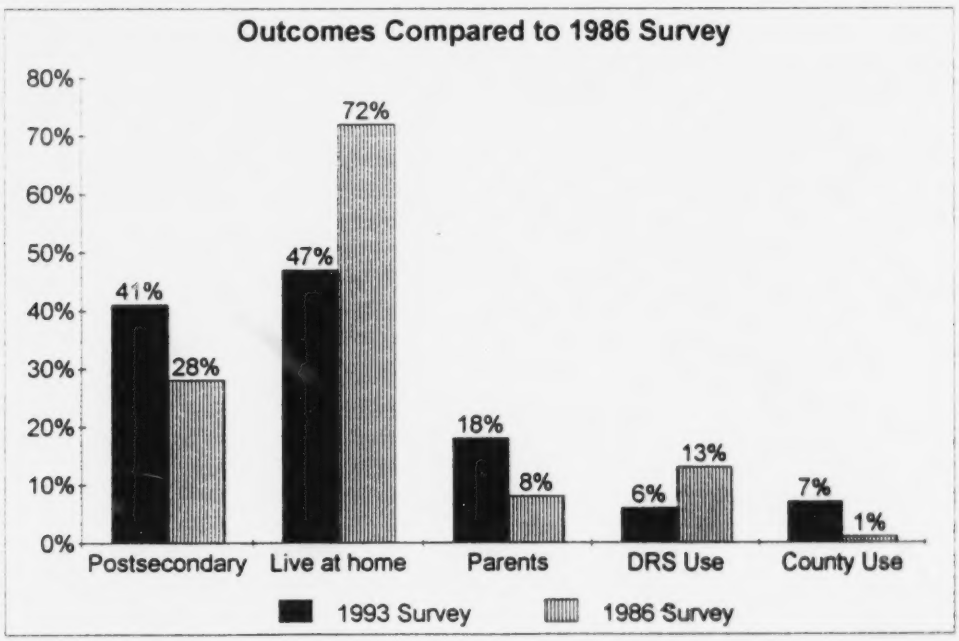
VI. Conclusions

59a. Are the post-school life situations for former students with disabilities different from agemates, with and without disabilities?

Compared with 1986 Survey

Post-school life situations of former special education students surveyed in 1993 differed from those surveyed in 1986 as outcomes for 1993 Survey participants included:

-Higher postsecondary participation
-Lower percentage living at home
-Greater percentage have children
-Lower involvement with DRS
-Higher use of County services

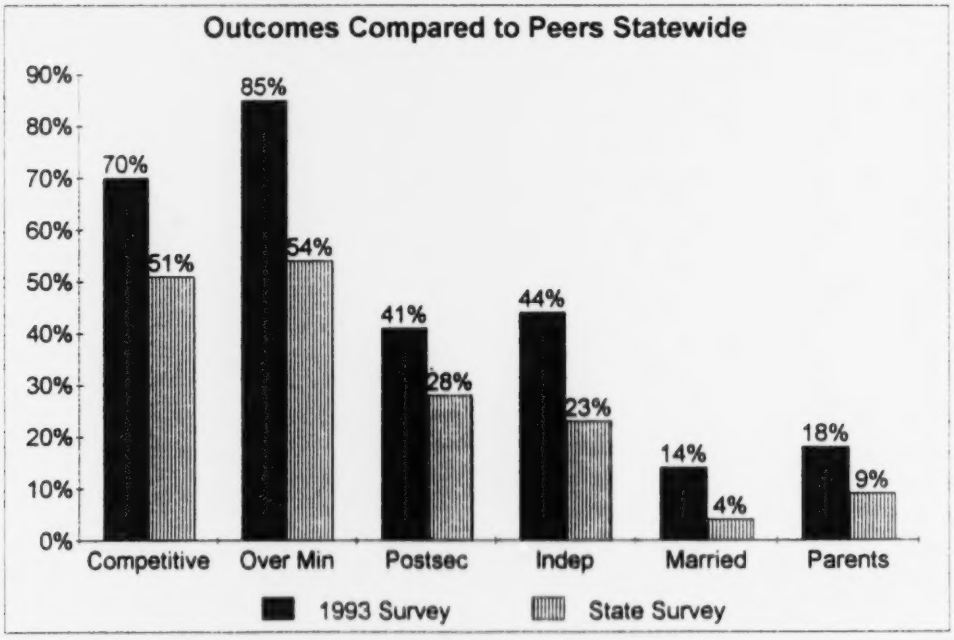


59b. Are the post-school life situations for former students with disabilities different from agemates, with and without disabilities?

Compared with the State Survey

Post-school life situations of former District 742 special education students surveyed in 1993 differ from their peers statewide as outcomes for 1993 Survey participants included:

-Higher rate of competitive employment
-Greater percentage earning over minimum wage
-Higher postsecondary participation
-Greater percent are living independently
-Greater percent are married and have children



Additional differences from statewide peers included:

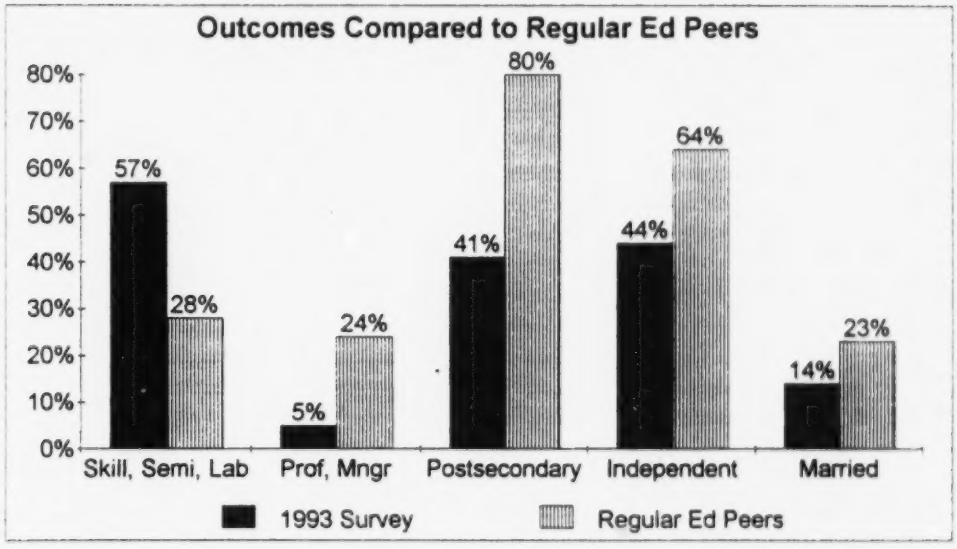
-More employment benefits
-Less reliant on income assistance (24% Dist. 742 get MA vs. State's 49%)
-Lower involvement with DRS and County Social Services

59c. Are the post-school life situations for former students with disabilities different from agemates, with and without disabilities?

Compared to Agemates without Disabilities

Post-school life situations of former students with disabilities differ from their regular education peers as outcomes for former special education students included:

-Higher percentage in skilled trades, semi-skilled, and laborer jobs
-Fewer professionals or managers
-Lower postsecondary enrollment
-Lower percent living independently
-Lower percent are married

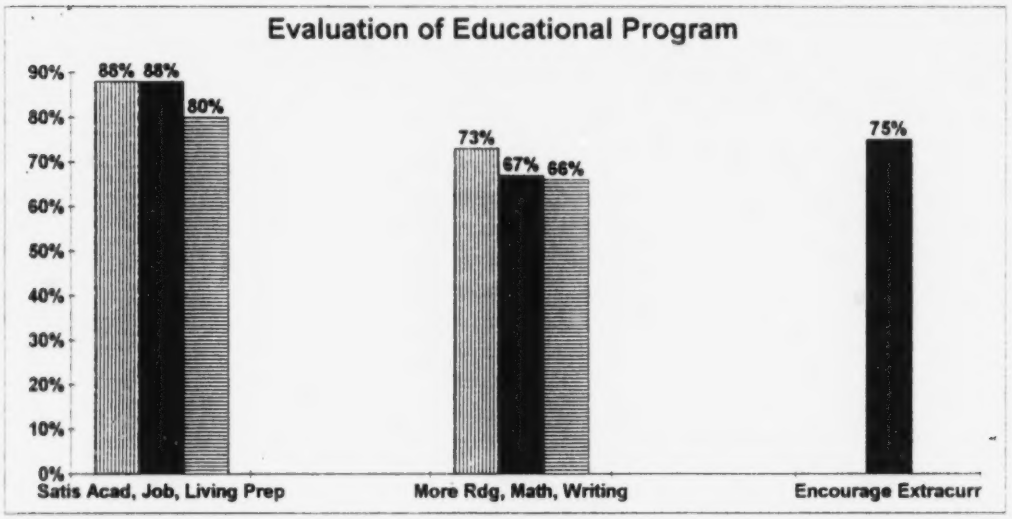


Additional differences from regular education peers included:

-Somewhat lower wages
-Less active in recreational and leisure activities

60. **How helpful were the schools in preparing young people for adult life - community living - and do former students have any recommendations for the schools?**

-General satisfaction with academic, job, and independent living skills training suggests that youth found their educational experience helpful in preparing them for adult life
-Former students recommended that more class time be given to reading, math, and writing
-Former students believed that more should be done to encourage participation in extracurricular activities



Comments about why courses have been helpful included:

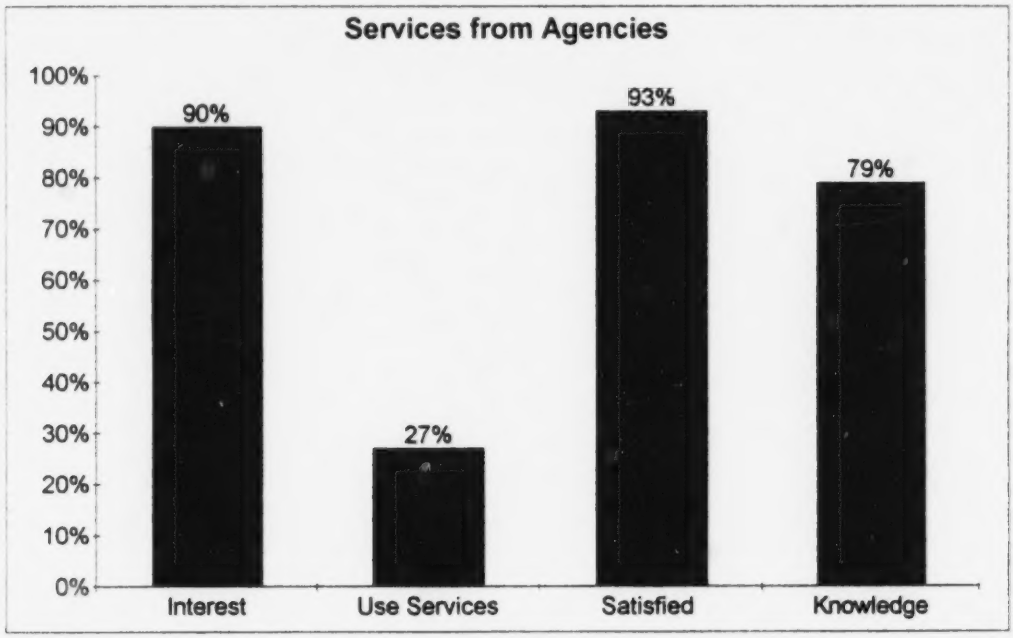
"Because I wouldn't be able to survive without knowing the English language and how to read."

"Math helps all around, especially with work and also helpful in college classes I've taken."

"(Math) Help(s) with checking account, English for everything."

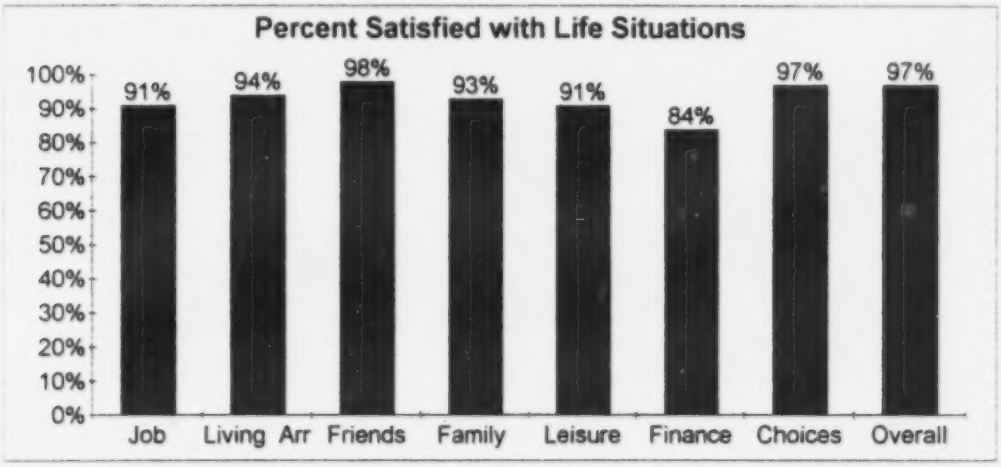
61. **Do students who have exited school have some existing needs in their current community situations? Are they using community agencies to meet some needs? Are they satisfied with those services? Do they know how to access community services to meet their current existing needs?**

-Expressed interest in receiving various community services may indicate that youth have some needs in their community situations
-Youth currently have limited involvement with area agencies
-Those receiving services were satisfied with the service
-Most youth indicated they know how to access community services



62. **How satisfied are these young people with their life situations, related to job, living arrangement, leisure and recreational time, and friendships?**

-Former students expressed high levels of satisfaction with their life situations



Comments about the most satisfying aspects of their lives included:

"Having my job, my two precious babies."

"Being happy, being around your family. Like being a big brother in the Big Brother's program."

Having friends, spending time with people, friendships, and values."

"The fact that I can think and make wise decisions, have opportunities for a better future and have common sense and smartness."

"My ability to lead my own life, my independence."

Appendix A

Follow-up Study of Students Who Exited School 1988-1992

Item Analysis

Data Resource Center
Evalie Nemeth
September 26, 1994

Follow-up Study of Students Who Exited School 1988-1992
Item Analysis

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

I. GENERAL INFORMATION

4 Gender

	Sp Ed Students		*Reg Ed Students*	
	#	%	#	%
Female	39	31%	97	66%
Male	88	69%	51	34%

5 Amount of Special Education Service Received (According to last IEP)

Minutes per week		
Range	*X*	*Median*
25 - 2100	773.6	300

6 Federal Child Count Setting of Last IEP

Setting	#	%
Regular Class	49	39%
Resource Room	39	31%
Separate Class	39	31%

7 Primary Handicapping Condition

Handicap	#	%
Speech	5	3.9%
MMH	20	15.7%
MSH	17	13.4%
HI	2	1.6%
VI	2	1.6%
SLD	80	63.0%
EBD	1	.8%

8 Secondary Handicapping Condition(s)

Handicap	#	%
None	101	79.5%
Speech	25	19.7%
EBD	1	.8%

10 Method of Data Collection

Method	#	%
Telephone	123	96.9%
Mail	4	3.1%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

II. POST SCHOOL LIFE SITUATIONS
A. Employment and Daytime Activities

12 Identity of Respondent

Code	#	%
1 = Subject	1	108	85.0%
2 = Subject with Help of Parent or Other	2	3	2.4%
3 = Parent	3	14	11.0%
6 = Other Primary Care/Service Provider	6	2	1.6%

13 Are you currently working or in the military?

Response	Sp Ed #	Sp Ed %	Reg Ed #	Reg Ed %
Yes	103	81.1%	121	81.8%
No	24	18.9%	27	18.2%

14 Do you have more than one paying job?

Response	Sp Ed #	Sp Ed %	Reg Ed #	Reg Ed %
Yes	20	15.7%	38	25.7%
No	84	66.1%	83	56.1%
No Jobs -- (assumed?)	23	18.1%	27	18.2%

15 What is your current job title or activity?

	JOB 1				JOB 2			
	Sp Ed		Reg Ed		Sp Ed		Reg Ed	
	#	%	#	%	#	%	#	%
1 = Professional Worker	-	-	16	13.2	1	6.3	9	24.3
2 = Skilled Tradesman/woman	18	17.5	6	5.0	1	6.3	1	2.7
3 = Semi-skilled worker	25	24.3	14	11.6	-	-	1	2.7
4 = Manager, executive, official	5	4.9	11	9.1	-	-	1	2.7
5 = Business owner	-	-	3	2.5	1	6.3	-	-
6 = Farm Worker	1	1.0	-	-	1	6.3	1	2.7
7 = Clerical, office worker	2	1.9	9	7.4	1	6.3	2	5.4
8 = Sales worker	11	10.7	28	23.1	3	18.8	13	35.1
10 = Service worker	27	26.2	29	24.0	5	31.3	8	21.6
12 = Laborer	14	13.6	5	4.1	3	18.8	-	-
13 = Farm Laborer/Helper	-	-	-	-	-	-	1	2.7

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE			
16	How long have you been working at your current job(s)?	JOB 1 - Main Job			
			Range	*X*	*Median*
		Sp Ed Students	1 wk - 71 mo/ (5.9 years)	24.4 mo	18 mo
		Reg Ed Students	1 mo - 120 mo/ (10 years)	24.4 mo	18 mo
		JOB 2			
			Range	*X*	*Median*
		Sp Ed Students	2 wks - 120 mo/ (10 years)	18.7 mo	6 mo
		Reg Ed Students	2 wks - 96 mo/ (8 years)	22.7 mo	12 mo
17	On the average, how many hours do you work per week?	JOB 1 - Main Job			
			Range	*X*	*Median*
		Sp Ed Students	3 - 70 hours	35.2 hrs	40 hours
		Reg Ed Students	5 - 75 hours	34.9 hrs	40 hours
		JOB 2			
			Range	*X*	*Median*
		Sp Ed Students	4¼ - 55 hrs	22.1 hrs	20 hours
		Reg Ed Students	1 - 72 hours	18.8 hrs	15 hours

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

18 On the average, how much money do you earn per hour?

JOB 1 - Main Job

	Range	X	Median
Sp Ed Students	$ .15 - $ 25.00	$6.60	$6.00
Reg Ed Students	$4.15 - $200.00	$9.53	$7.00

JOB 2

	Range	X	Median
Sp Ed Students	$4.25 - $16.50	$8.38	$7.00
Reg Ed Students	$2.08 - $20.00	$6.23	$5.00

19 Which of the following best describes your job?

	JOB 1			JOB 2		
	Code	#	%	*Code*	#	%
1 = Competitive employment	1	73	70.9%	1	11	68.8%
2 = Working and going to school	2	15	14.6%	2	4	25.0%
3 = Supported employment	3	3	2.9%	3	-	-
4 = Enclave	4	2	1.9%	4	-	-
5 = Sheltered workshop	5	7	6.8%	5	-	-
6 = Work/day activity center	6	2	1.9%	6	-	-
7 = Serving in the military	7	1	1.0%	7	-	-
8 = Working at some other job setting (specify)	8	-	-	8	1	6.3%

20 Who was most helpful to you in finding your current job?

	JOB 1				JOB 2			
	Sp Ed (N=103)		*Reg Ed (N=120)*		*Sp Ed (N=15)*		*Reg Ed (N=35)*	
	#	%	#	%	#	%	#	%
1 = Self	31	30.1	62	51.7	6	40.0	19	54.3
2 = A friend	17	16.5	25	20.8	4	26.7	7	20.0
3 = A family member	23	22.3	25	20.8	2	13.3	6	17.1
4 = Someone from high school (e.g., a teacher or work coordinator)	11	10.7	1	.8	-	-	-	-
5 = Someone at a community agency (e.g., a job placement person or social worker)	15	14.6	2	1.7	2	13.3	-	-
6 = Other (specify)	6	5.8	5	4.2	1	6.7	3	8.6

Item # corresponds with survey

Special Ed Total N - 127
Regular Ed Total N - 148

ITEM #	ITEM	RESPONSE

21 Have you received any job promotions or benefits in your main job in any of the following areas?

Area	*Sp Ed (N-91)* #	%	*Reg Ed (N-121)* #	%
Increase in wages	54	59.3%	91	75.2%
Special bonuses	27	29.7%	46	38.0%
Greater responsibility	52	57.1%	83	68.6%
Improved health benefits	26	28.6%	34	28.1%
Paid vacation	47	51.6%	54	44.6%
Other (specify)	8	8.8%	10	8.3%
No promotions or benefits	25	27.5%	10	8.3%

22 If you are not working now, or not in the military, are you... ?

	Code	*Sp Ed (N-25)* #	%	*Reg Ed (N-52)* #	%
1 = going to school	1	7	28.0%	45	86.5%
2 = staying at home, looking for paid employment	2	6	24.0%	1	1.9%
3 = staying at home, not looking for paid employment	3	3	12.0%	-	-
4 = training for a job	4	-	-	1	1.9%
5 = participating in a day program	5	4	16.0%	-	-
7 = other (specify)	7	1	4.0%	-	-
8 = homemaking and/or caring for children	8	4	16.0%	5	9.6%

24 If you have participated in a day program, how many hours per week did you attend? *(N = 9)*

Range	*X*	*Median*
2 - 40 hours	26.9 hrs	30 hours

25a Are you on a waiting list for any day program or job training/placement program?

(N = 21)

No one on a waiting list.

26 How satisfied are you with your day time activity (i.e., job, day program, caring for family, etc.)?

Response	*Sp Ed* #	%	*Reg Ed* #	%
Very satisfied	53	42.1%	69	46.9%
Somewhat satisfied	62	49.2%	69	46.9%
Not very satisfied	7	5.6%	8	5.4%
Not at all satisfied	4	3.2%	1	.7%

27a Did you have paying jobs while you were in high school--including summer jobs?

Response	*Sp Ed* #	%	*Reg Ed* #	%
Yes	106	84.1%	135	91.2%
No	20	15.9%	13	8.8%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

27b If yes, how many?

	Range	X	Median
Sp Ed Students	1 - 6	2.0 jobs	2 jobs
Reg Ed Students	1 - 9	1.9 jobs	2 jobs

28 What types of jobs were they?

	JOB 1				JOB 2			
	Sp Ed		*Reg Ed*		*Sp Ed*		*Reg Ed*	
	#	%	#	%	#	%	#	%
1 = Professional Worker	-	-	2	1.5	-	-	2	2.7
2 = Skilled Tradesman/ woman	2	1.9	4	3.0	1	1.5	1	1.4
3 = Semi-skilled worker	7	6.6	7	5.2	5	7.6	4	5.4
6 = Farm Worker	-	-	-	-	-	-	-	-
7 = Clerical, office worker	1	.9	7	5.2	2	3.0	4	5.4
8 = Sales worker	15	14.2	36	26.7	11	16.7	23	31.1
10 = Service worker	64	60.4	72	53.3	38	57.6	34	45.9
12 = Laborer	14	13.2	5	3.7	8	12.1	3	4.1
13 = Farm laborer/helper	3	2.8	2	1.5	1	1.5	3	4.1

	JOB 3			
	Sp Ed		*Reg Ed*	
	#	%	#	%
1 = Professional Worker	-	-	2	5.4
2 = Skilled Tradesman/ woman	-	-	1	2.7
3 = Semi-skilled worker	1	4.0	2	5.4
6 = Farm Worker	-	-	-	-
7 = Clerical, office worker	2	8.0	4	10.8
8 = Sales worker	3	12.0	5	13.5
10 = Service worker	14	56.0	22	59.5
12 = Laborer	4	16.0	1	2.7
13 = Farm laborer/helper	1	4.0	-	-

29 How many jobs have you had since leaving high school?

Range	*X*	*Median*
0 - 9 jobs	2.2 jobs	2 jobs

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE			
30	Would you please describe what you did for each of your previous jobs? (Not including your present job(s) and beginning with the most recent first.)	JOB 1 *(N=89)*		JOB 2 *(N=61)*	
		#	%	#	%
	1 = Professional worker	1	1.1%	-	-
	2 = Skilled Tradesman/woman	11	12.4%	7	11.5%
	3 = Semi-skilled worker	19	21.3%	15	24.6%
	4 = Manager, executive, official	3	3.4%	1	1.6%
	7 = Clerical, office worker	1	1.1%	1	1.6%
	8 = Sales worker	9	10.1%	8	13.1%
	10 = Service worker	30	33.7%	21	34.4%
	12 = Laborer	14	15.7%	7	11.5%
	13 = Farm laborer/helper	1	1.1%	1	1.6%
31	How long were you working at this job?	JOB 1			
		Range	*X*	*Median*	
		1 wk - 72 mo/ (6 years)	15.4 mo	11 mo	
		JOB 2			
		Range	*X*	*Median*	
		2 wks - 72 mo/ (6 years)	10.6 mo	6 mo	
32	On the average, how many hours did you work per week?	JOB 1			
		Range	*X*	*Median*	
		2 - 60 hours	32.1 hrs	35 hours	
		JOB 2			
		Range	*X*	*Median*	
		2½ - 60 hrs	31.7 hrs	32 hours	

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

33 On the average, how much money did you earn per hour?

JOB 1

Range	*X*	*Median*
$2.50 - $15.00	$5.63	$5.00

JOB 2

Range	*X*	*Median*
$1.60 - $12.00	$5.59	$5.25

34 Was there ever a period of time, since leaving high school, that you were without a job?

Response	*Sp Ed* #	*Sp Ed* %	*Reg Ed* #	*Reg Ed* %
Yes	60	48.8%	58	39.5%
No	62	50.4%	89	60.5%
Don't Know	1	.8%	-	-

95 What year were you without a job and for how long were you without a job?

Year	#	*X*	*Range*
1988	0	-	
1989	1	6 mo.	6 months
1990	3	11 mo.	9-12 months
1991	4	10 mo.	4-12 months
1992	6	6.6 mo.	2-12 months
1993	5	4.2 mo.	1- 8 months

35 I am going to mention five different educational or training programs. As I name each one, please tell me if you have 1) considered enrolling in this type of program, 2) already applied, 3) started taking classes, 4) completed the program, or 5) not considered the program.

EDUCATIONAL OR TRAINING PROGRAM

	A				B				C				D				E			
	Sp Ed		Reg Ed		Sp Ed		Reg Ed		Sp Ed		Reg Ed		Sp Ed		Reg Ed		Sp Ed		Reg Ed	
OPTIONS	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1) Considered	4	3.2	1	.7	12	9.5	14	9.7	40	31.7	27	18.6	19	15.2	20	13.8	19	15.2	17	11.7
2) Applied	0	-	-	-	1	.8	5	3.4	2	1.6	4	2.8	0	-	2	1.4	1	.8	8	5.5
3) Started	2	1.6	-	-	1	.8	1	.7	22	17.5	8	5.5	5	4.0	7	4.8	9	7.2	63	43.4
4) Completed	2	1.6	-	-	2	1.6	3	2.1	17	13.5	22	15.2	0	-	3	2.1	1	.8	24	16.6
5) Not considered	118	93.7	144	99.3	110	87.3	122	84.1	45	35.7	84	57.9	101	80.8	113	77.9	95	76.0	33	22.8

A - GED PROGRAM
B - APPRENTICESHIP PROGRAM
C - TECHNICAL INSTITUTE OR VOCATIONAL SCHOOL
D - COMMUNITY COLLEGE
E - UNIVERSITY OR COLLEGE

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE				
37	Did you attend classes part time or full time?		*Sp Ed (N-51)* #	%	*Reg Ed (N-125)* #	%
		Part time	18	35.3%	17	13.6
		Full time	33	64.7%	108	86.4

38	Who helped you the most to choose and enroll *(name the most recent program)*?	*Code*	*Sp Ed (N-53)* #	%	*Reg Ed (N-117)* #	%
	1 = Self	1	28	52.8%	85	72.6
	2 = A friend	2	3	5.7%	4	3.4
	3 = A family member	3	9	17.0%	15	12.8
	4 = An employer	4	1	1.9%	2	1.7
	5 = Someone from high school (e.g., a teacher or a counselor)	5	5	9.4%	8	6.8
	6 = Someone at a community agency (e.g., a vocational rehabilitation counselor)	6	1	1.9%	1	.9
	7 = Other (specify)	7	6	11.3%	2	1.7

B. Family and Friends

39 Think of the people with whom you feel closest. By this I mean people whom you feel so close to that you couldn't imagine life without them. With whom do you feel this close, and how is each person related to you?

1 = an immediate family member
2 = a member of extended family
3 = a friend (social and work)
4 = staff/professional person
5 = other (specify)

Relationship of person mentioned 1st:

Code	#	%
1	95	76.0%
2	4	3.2%
3	25	20.0%
4	1	.8%

All persons mentioned combined:

Code	#	%
1	366	65.0%
2	42	7.5%
3	152	27.0%
4	2	.4%
5	1	.2%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

96 Now I would like you to think of the people to whom you feel very close, but not as close as the people you just mentioned. People who are very important to you but who you don't see, talk to, or do things with as often. Who do you feel this close to and how are they related to you?

1 = an immediate family member
2 = a member of extended family
3 = a friend (social and work)
4 = staff/professional person

Relationship of person mentioned 1st:

Code	#	%
1	6	14.6%
2	10	24.4%
3	22	53.7%
4	3	7.3%

Across all 10 responses, types of people mentioned:

Code	#	%
1	18	10.4%
2	28	16.2%
3	110	63.6%
4	17	9.8%

40 In general, how satisfied are you with your friendships?

Response	*Sp Ed* #	*Sp Ed* %	*Reg Ed* #	*Reg Ed* %
Very satisfied	85	69.1%	108	73.0%
Somewhat satisfied	35	28.5%	35	23.6%
Not very satisfied	1	.8%	5	3.4%
Not at all satisfied	2	1.6%	-	-

41 How frequently have you spent time with someone in the immediate family in the past 6 months (e.g., face-to-face visits, telephone conversation, etc.)? [Not including those that you live with.]

Response	*Sp Ed* #	*Sp Ed* %	*Reg Ed* #	*Reg Ed* %
Daily	41	32.5%	51	34.9%
Weekly	37	29.4%	79	54.1%
Twice a month	18	14.3%	11	7.5%
Once a month	10	7.9%	2	1.4%
Less than monthly	18	14.3%	3	2.1%
Not at all	2	1.6%	0	-

42 In general, how satisfied are you with your relationship with your family?

Response	*Sp Ed* #	*Sp Ed* %	*Reg Ed* #	*Reg Ed* %
Very satisfied	92	73.0%	120	81.1%
Somewhat satisfied	25	19.8%	26	17.6%
Not very satisfied	8	6.3%	2	1.4%
Not at all satisfied	1	.8%	-	-

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

C. Living Arrangements

43 With whom do you currently live?

	Code	Sp Ed #	Sp Ed %	Reg Ed #	Reg Ed %
1 = By self	1	10	7.9%	14	9.6%
2 = With friend(s)	2	22	17.5%	37	25.3%
3 = With wife or husband	3	17	13.5%	34	23.3%
4 = With parents	4	56	44.4%	51	34.9%
5 = With foster parents	5	1	.8%	-	-
6 = With relatives other than parents	6	3	2.4%	1	.7%
9 = With others in a residential placement (a home of less than 6 persons where daily living skills are learned)	9	9	7.1%	-	-
10 = With others in a residential placement (a home of 6 or more persons where daily living skills are learned)	10	1	.8%	-	-
12 = Other (specify)	12	7	5.6%	9	6.2%

44a Are you working with someone at a community agency to find a different place to live?

Response	#	%
Yes	3	2.4%
Yes, on waiting list	1	.8%
No	121	96.8%

45 With whom were you living before your current arrangement?

	Code	Sp Ed #	Sp Ed %	Reg Ed #	Reg Ed %
1 = By self	1	6	4.8%	16	11.1%
2 = With friend(s)	2	26	20.8%	40	27.8%
3 = With wife or husband	3	2	1.6%	4	2.8%
4 = With parents	4	74	59.2%	64	44.4%
5 = With foster parents	5	3	2.4%	1	.7%
6 = With relatives other than parents	6	6	4.8%	6	4.2%
9 = With others in a residential placement (a home of less than 6 persons where daily living skills are learned)	9	1	.8%	-	-
10 = With others in a residential placement (a home of 6 or more persons where daily living skills are learned)	10	2	1.6%	-	-
12 = Other (specify)	12	5	4.0%	13	9.0%

Item # corresponds with survey

Special Ed Total N - 127
Regular Ed Total N - 148

ITEM #	ITEM	RESPONSE	Sp Ed #	Sp Ed %	Reg Ed #	Reg Ed %
46	Are you...?	*Status*				
		Single	108	85.7%	112	75.7%
		Married	17	13.5%	34	23.0%
		Divorced	1	.8%	2	1.4%
47a	Do you have children?	*Response*				
		Yes	23	18.4%	24	16.2%
		No	102	81.6%	124	83.8%
47b	How many?	*Response*				
		1 Child	18	78.3%	19	79.2%
		2 Children	5	21.7%	4	16.7%
		3 Children	-	-	1	4.2%
48	Do you use daycare?	*Response*				
		Yes	11	47.8%	11	44.0%
		No	12	52.2%	14	56.0%
49	How satisfied are you with your living arrangements?	*Response*				
		Very satisfied	73	58.9%	82	56.2%
		Somewhat satisfied	44	35.5%	49	33.6%
		Not very satisfied	5	4.0%	12	8.2%
		Not at all satisfied	2	1.6%	3	2.1%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

D. Community Involvement/Leisure Activities

50 Which of the following activities have you done in the last 7 days?

Activity	Sp Ed #	Sp Ed %	Reg Ed #	Reg Ed %
Watched TV or listened to radio or records	122	96.8%	147	99.3%
Sat around resting	113	89.7%	127	85.8%
Went out to eat	106	84.1%	133	89.9%
Visited a friend	103	81.7%	126	85.1%
Went for a walk, jogged, or exercised	102	81.0%	120	81.6%
Read, looked at magazines/books	95	75.4%	133	89.9%
Went shopping	94	74.6%	121	81.8%
Went out on a date or to a party	74	58.7%	101	68.2%
Went to a park	59	46.8%	73	49.3%
Worked on hobbies	58	46.0%	95	64.2%
Participated in sports	54	42.9%	84	56.8%
Went to a tavern or bar	50	39.7%	65	43.9%
Went to a movie, concert, or play	46	36.5%	62	41.9%
Played cards or table games	43	34.1%	60	40.5%
Attended a religious service	35	27.8%	51	34.5%
Went to a sporting event	30	24.0%	29	19.6%
Attended community events	27	21.6%	41	27.7%
Went to a meeting of a club or organization	19	15.2%	30	20.3%
Volunteered	16	12.8%	32	21.6%
Any other leisure activity (describe)	12	9.5%	30	20.3%

51 When you want to go somewhere, how do you usually get there?

	Sp Ed #	Sp Ed %	Reg Ed #	Reg Ed %
1 = Drive a car or motorcycle	87	69.0%	135	93.1%
2 - Walk or ride a bicycle	8	6.3%	7	4.8%
3 = Ride the city bus	11	8.7%	-	-
4 - Take a taxi	2	1.6%	-	-
5 = Get a ride from family or friends	13	10.3%	3	2.1%
6 = Ride a special bus or van	5	4.0%	-	-

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE				
52	When you go to places like those listed earlier, who do you usually go with?	*Response*	*Sp Ed #*	*Sp Ed %*	*Reg Ed #*	*Reg Ed %*
		1 - Parents/foster parents	12	9.6%	3	2.2%
		2 - Brothers/sisters	3	2.4%	4	2.9%
		3 - Other relatives	1	.8%	-	-
		4 - Residential staff	9	7.2%	-	-
		5 - Co-workers	1	.8%	2	1.5%
		6 - Friends	69	55.2%	79	58.1%
		7 - People I live with	10	8.0%	11	8.1%
		8 - Other (Specify)	20	16.0%	37	27.2%
53	How satisfied are you with what you do with your free time?	*Response*	*Sp Ed #*	*Sp Ed %*	*Reg Ed #*	*Reg Ed %*
		Very satisfied	67	53.2%	61	41.2%
		Somewhat satisfied	48	38.1%	75	50.7%
		Not very satisfied	9	7.1%	11	7.4%
		Not at all satisfied	2	1.6%	1	.7%
54	Have you ever voted in an election for a political candidate?	*Response*	*Sp Ed #*	*Sp Ed %*	*Reg Ed #*	*Reg Ed %*
		Yes	64	51.2%	114	77.0%
		No	61	48.8%	34	23.0%

E. Financial Independence

55	Do you receive monthly support, other than from your job, from any of the following sources?	*Code*	*#*	*%*
	1 - Medical Assistance (MA)	1	30	23.8%
	2 - Supplemental Security Income (SSI)	2	17	13.5%
	3 - Social Security Disability Insurance (SSDI)	3	9	7.1%
	4 - Minnesota Supplemental Assistance (MSA)	4	4	3.2%
	5 - Aid to Families with Dependent Children (AFDC)	5	2	1.6%
	6 - Welfare	6	2	1.6%
	7 - Food Stamps	7	6	4.8%
	8 - Other (specify)	8	11	8.7%
	9 - No monthly support received	9	89	70.6%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

97 If receiving monthly support, how much per month?

	Code	#	X	Range
1 = Medical Assistance (MA)	1	1		$700
2 = Supplemental Security Income (SSI)	2	8	$272.50	$ 30 - $434
3 = Social Security Disability Insurance (SSDI)	3	6	$400.83	$128 - $675
4 = Minnesota Supplemental Assistance (MSA)	4	2	$ 17.00	$ 8 - $ 26
5 = Aid to Families with Dependent Children (AFDC)	5	0		
6 = Welfare	6	1		$447
7 = Food Stamps	7	2	$121.00	$ 42 - $200
8 = Other (specify)	8	1		$ 85

56 What part of your living expenses do you pay out of your own earnings?

*All (rent, doctor bills, insurance, food, car etc.)

Response	Sp Ed #	Sp Ed %	Reg Ed #	Reg Ed %
All*	49	39.2%	61	41.5%
Some (specify)	58	46.4%	72	49.0%
None	16	12.8%	12	8.2%
Don't know	2	1.6%	2	1.4%

57a Do you presently have a savings account?

Response	#	%
Yes	86	68.3%
No	40	31.7%

57b If yes, do you use it without assistance from others?

Response	#	%
Yes	70	82.4%
No	15	17.6%

58a Do you presently have a checking account?

Response	#	%
Yes	68	54.0%
No	58	46.0%

58b If yes, do you use it without assistance from others?

Response	#	%
Yes	60	88.2%
No	8	11.8%

59 Do you ever go shopping to buy things on your own?

Response	#	%
Yes, pays by self	109	86.5%
Yes, pays with assistance	8	6.3%
No, does not pay by self	6	4.8%
No, does not go shopping	3	2.4%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE				
60	In general, how satisfied are you with your income and ability to handle your financial needs?	*Response*	*Sp Ed #*	*Sp Ed %*	*Reg Ed #*	*Reg Ed %*
		Very satisfied	40	33.6%	48	32.7%
		Somewhat satisfied	60	50.4%	68	46.3%
		Not very satisfied	14	11.8%	25	17.0%
		Not at all satisfied	5	4.2%	6	4.1%

III. EVALUATION OF K-12 EDUCATIONAL PROGRAM

A. K-12 Education Program

61	What high school did you attend?	*School*	*Sp Ed #*	*Sp Ed %*	*Reg Ed #*	*Reg Ed %*
		Apollo	76	60.3%	64	43.2%
		Tech	39	31.0%	79	53.4%
		ALC	11	8.7%	5	3.4%

62	How old were you when you left school?	*Age in Years*			
			Range	*X*	*Median*
		Sp Ed Students	16 - 21	18.5	18
		Reg Ed Students	17 - 19	17.9	18

63	What was the highest grade you completed in school?	*Grade*			
			Range	*X*	*Median*
		Sp Ed Students	9 - 12	11.9	12
		Reg Ed Students	11 - 12	11.98	12

64	What month and year did you leave school?	*School Year*	*Sp Ed #*	*Sp Ed %*	*Reg Ed #*	*Reg Ed %*
	Range: 2/86 to 6/92	1985-86	1	.8%	1	.7%
		1986-87	1	.8%	1	.7%
		1987-88	31	25.0%	48	32.4%
		1988-89	29	23.4%	-	-
		1989-90	14	11.3%	49	33.1%
		1990-91	20	16.1%	-	-
		1991-92	28	22.6%	49	33.1%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE				
65	In what manner did you leave school? Did you: 1 = graduate with a diploma or certificate 2 = meet the legal age limit and formally exit without diploma 3 = transfer out of the district 4 = drop out of school	*Code*	*Sp Ed* #	*Sp Ed* %	*Reg Ed* #	*Reg Ed* %
		1	109	87.2%	143	97.3%
		2	7	5.6%	-	-
		3	1	.8%	-	-
		4	8	6.4%	4	2.7%
66a	*DROPOUTS ONLY* Have you gone somewhere else (other than your original high school) to earn a high school diploma or high school equivalency?	*Response*	*Sp Ed* #	*Sp Ed* %	*Reg Ed* #	*Reg Ed* %
		Yes	5	62.5%	2	50.0%
67	*DROPOUTS ONLY* How many times have you reentered a program to earn a high school diploma (even if you have not finished)?	Range: 1-3 times				
		Sp Ed #	*Sp Ed* %	*Reg Ed (N-1)* #	*Reg Ed (N-1)* %	
		1 time	77.8%			
		3 times	22.2%	2 times	100.0%	
69	*OF DROPOUTS WHO ANSWERED YES TO ITEM 66a* Have any of your family members completed high school?	*(N= 5)*		#	%	
		Yes, specify (e.g., mother, brother, aunt)		3	60.0%	

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

72 As I read off each subject (or class) would you tell me if you think that subject should be given 1) more time, 2) less time, or 3) about the same amount of time:

Subject	*More Time*		*Less Time*		*Same Time*	
	Sp Ed	*Reg Ed*	*Sp Ed*	*Reg Ed*	*Sp Ed*	*Reg Ed*
Reading	72.5%	72.8%	6.7%	1.4%	20.8%	25.9%
Math	66.7%	74.1%	5.8%	-	27.5%	25.9%
Writing	65.8%	77.6%	6.7%	.7%	27.5%	21.8%
Drug Education	65.0%	67.1%	5.8%	5.5%	29.2%	27.4%
Physical/Sexual Abuse	63.6%	69.2%	8.5%	3.4%	28.0%	27.4%
Sex Education	54.5%	63.0%	10.7%	6.8%	34.7%	30.1%
Career Counseling	53.8%	70.7%	13.4%	2.7%	32.8%	26.5%
Family Living	46.6%	50.3%	6.8%	12.4%	46.6%	37.2%
Typing	44.2%	51.0%	25.7%	6.1%	30.1%	42.9%
Personal Counseling	43.7%	57.8%	16.8%	4.1%	39.5%	38.1%
Auto Mechanics	42.6%	29.3%	20.0%	16.3%	37.4%	54.4%
Work Program	41.3%	28.3%	14.0%	25.5%	44.6%	46.2%
Home Economics	33.3%	18.4%	24.2%	24.5%	42.5%	57.1%
Industrial Arts	33.1%	12.9%	18.6%	19.7%	48.3%	67.3%
Physical Education	30.9%	21.8%	18.7%	27.2%	50.4%	51.0%

73a Did you participate in extracurricular or after school activities when you were in high school?

Response	*Sp Ed #*	*Sp Ed %*	*Reg Ed #*	*Reg Ed %*
Yes	56	44.8%	121	81.8%
No	69	55.2%	27	18.2%

73b What activities did you participate in?

	Code	*Sp Ed #*	*Sp Ed %*	*Reg Ed #*	*Reg Ed %*
1 = Athletics (basketball, football, etc.)	1	51	40.2%	87	58.8%
2 = Music (band, vocal, etc.)	2	7	5.5%	59	39.9%
3 = Speech, drama, debate	3	0	0%	17	11.5%
4 = Social activities (school dances, pep rallies, etc.)	4	20	15.7%	72	48.6%
5 = Newspaper or school yearbook	5	5	3.9%	19	12.8%
6 = Vocational arts (VICA, DECCA, FFA, etc.)	6	6	4.7%	11	7.4%
7 = Other (specify)	7	2	1.6%	28	18.9%

74a Should we do more to encourage participation in extracurricular or after school activities?

Response	*Sp Ed #*	*Sp Ed %*	*Reg Ed #*	*Reg Ed %*
Yes	88	74.6%	115	78.2%
No	30	25.4%	32	21.8%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

75 **As I read the following services, please tell me how important they were to you - 1) very important, 2) fairly important, 3) not too important, 4) not important at all, or 5) don't know or not applicable:**

Services	*Response* 1	2	3	4	5
Special classes with both spec. and reg. ed. students	50.4%	25.2%	8.7%	9.4%	6.3%
Special classes with other spec. ed. students	49.6%	24.4%	11.8%	8.7%	5.5%
Career classes	47.2%	27.6%	5.5%	11.0%	8.7%
Speech services	41.7%	27.6%	9.4%	9.4%	11.8%
Tutoring services	40.2%	17.3%	15.7%	22.0%	4.7%
Supervised study	31.5%	23.6%	21.3%	15.7%	7.9%
Note taking services	25.2%	14.2%	16.5%	21.3%	22.8%
Circles curriculum	19.7%	8.7%	11.8%	26.0%	33.9%
Interpreter services	18.1%	16.5%	16.5%	17.3%	31.5%

76 **In general, how satisfied are you with the academic training you received in high school (e.g., reading, math)?**

Response	*Sp Ed* #	%	*Reg Ed* #	%
Very satisfied	41	33.6%	48	32.9%
Somewhat satisfied	66	54.1%	81	55.5%
Not very satisfied	12	9.8%	12	8.2%
Not at all satisfied	3	2.5%	5	3.4%

77 **In general, how satisfied are you with the training you received in high school to prepare you to live independently (e.g., cook, clean, budget money)?**

Response	#	%
Very satisfied	44	36.1%
Somewhat satisfied	53	43.4%
Not very satisfied	18	14.8%
Not at all satisfied	7	5.7%

B. Career Planning

78 **Were you enrolled in a Work Experience Program?**

Response	#	%
Yes	81	65.3%
No	43	34.7%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

79 As I read the following activities please tell me how important they are in a high school Work Experience Program - 1) very important, 2) fairly important, 3) not too important, 4) not important at all, or 5) don't know or not applicable:

Services	*Response* 1	2	3	4	5
Finding a job	90.0%	3.8%	3.8%	2.5%	-
Learning more about work abilities	80.2%	14.8%	2.5%	2.5%	-
Talking to coordinator about work problems/work experiences	79.0%	11.1%	6.2%	2.5%	1.2%
Learning more about work interests	77.8%	17.3%	2.5%	2.5%	-
Talking about jobs after graduation	76.5%	12.3%	7.4%	2.5%	1.2%
Trying many different kinds of jobs	59.3%	18.5%	19.8%	2.5%	-
Visiting many businesses and industries	56.3%	26.3%	12.5%	3.8%	1.3%

80 Should there be more time given to career planning?

Response	*Sp Ed* #	%	*Reg Ed* #	%
Yes	97	87.4%	117	80.1%
No	14	12.6%	29	19.9%

81 Did you receive any help from your high school teachers after you were out of high school, for example, help in getting a job or getting service from an agency?

Response	#	%
Yes	21	16.9%
No	103	83.1%

82 In general, how satisfied are you with the job training you received in high school (finding/keeping a job, training for a job)?

Response	*Sp Ed* #	%	*Reg Ed* #	%
Very satisfied	52	45.2%	25	17.6%
Somewhat satisfied	49	42.6%	68	47.9%
Not very satisfied	10	8.7%	30	21.1%
Not at all satisfied	4	3.5%	19	13.4%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

IV. SERVICES FROM AGENCIES

A. Agency Involvement

83 Do you receive any of the following specialized services?

	Code	#	%
1 = Vocational evaluation (taking tests to help you find a job)	1	27	21.6%
2 = Specialized therapies (such as occupation, physical, speech)	2	8	6.4%
3 = Specialized medical care	3	6	4.8%
4 = Other (specify)	4	8	6.4%

84 Are you receiving assistance from any of these agencies?

	Code	#	%
1 = Central MN Center for Independent Living	1	3	2.4%
2 = Division of Rehabilitation Services	2	8	6.3%
3 = Mental Health or Counseling Services	3	6	4.7%
4 = Opportunity Training Center or Wacosa	4	14	11.0%
5 = Public Health Services, County Health Clinic, St. Cloud Hospital	5	5	3.9%
6 = Social/Family Services (Welfare)	6	9	7.1%
7 = Job Training Programs (e.g. Summer Job Training, Stearns-Benton Employ. & Trng. Council, Job Training Partnership Act (JTPA) Program)	7	5	3.9%
8 = LDA (Learning Disabilities of America)	8	0	0%
9 = Other (specify)	9	8	6.3%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

85 Have you been satisfied with the help that (*name of agency*) gave you?

1 = Central MN Center for Independent Living
2 = Division of Rehabilitation Services
3 = Mental Health or Counseling Services
4 = Opportunity Training Center or Wacosa
5 = Public Health Services, County Health Clinic, St. Cloud Hospital
6 = Social/Family Services (Welfare)
7 = Job Training Programs (e.g. Summer Job Training, Stearns-Benton Employ. & Trng. Council, Job Training Partnership Act (JTPA) Program)
8 = LDA (Learning Disabilities of America)
9 = Other (specify)

	SATISFIED?			
	Yes		*No*	
Code	#	%	#	%
1	2	66.7%	1	33.3%
2	8	100.0%	-	-
3	5	83.3%	1	16.7%
4	11	78.6%	3	21.4%
5	5	100.0%	-	-
6	8	88.9%	1	11.1%
7	5	100.0%	-	-
8	-	-	-	-
9	8	100.0%	-	-

B. Need for Services

86 If the following services were available, which would be of interest to you?

1 = Educational or job training
2 = Managing money
3 = Help in knowing what services are available and how to get them
4 = Finding and keeping a job
5 = Getting and using health care services
6 = Getting legal help or advice
7 = Arranging recreation and leisure activities
8 = Choosing a place to live
9 = Learning home living skills
10 = Finding a ride
11 = Getting technology assistance such as TTY or adapted computer

Code	#	%
1	96	76.8%
2	90	72.0%
3	90	72.0%
4	89	71.2%
5	78	62.4%
6	63	50.4%
7	62	50.0%
8	59	47.2%
9	48	38.4%
10	35	28.0%
11	31	24.8%

87a Have you had difficulties in using services in the community? (e.g. not having transportation, inconvenient hours)

Response	#	%
Yes	13	10.4%
No	112	89.6%

Item # corresponds with survey

Special Ed Total N = 127
Regular Ed Total N = 148

ITEM #	ITEM	RESPONSE

88 Would you know where to go or who to call if you...?

1 = were a victim of a crime
2 = needed medical help
3 = needed assistance with daycare
4 = needed assistance with education or training
5 = needed employment assistance (e.g., getting a job)

Code	*Yes*	*No*	*NR/NA*
1	85.8%	12.6%	1.6%
2	85.8%	11.8%	2.4%
3	50.4%	19.7%	29.9%
4	66.1%	32.3%	1.6%
5	76.4%	22.0%	1.6%

V. LIFE SATISFACTION & EMPOWERMENT

A. Personal Choice

89 How important do you feel it is to have control and make choices in your life?

Response	*Sp Ed #*	*Sp Ed %*	*Reg Ed #*	*Reg Ed %*
Very important	106	86.2%	144	97.3%
Somewhat important	13	10.6%	4	2.7%
Not very important	2	1.6%	-	-
Not important at all	2	1.6%	-	-

90 Now I'd like to ask you some questions about making choices. Please tell me who makes decisions about the following choices. Who makes the decision about (*type of choice listed below*)? Is this choice 1) usually made by you, 2) sometimes made by you, or 3) made by others?

Type of Choice	*Response 1*	*2*	*3*	*NR/NA*
where you live	62.2%	22.0%	14.2%	1.6%
with whom you live	66.1%	12.6%	19.7%	1.6%
the manner in which you home/apartment is decorated	58.3%	23.6%	16.5%	1.6%
the staff who provide support in your home or apartment	6.3%	3.1%	13.4%	77.2%
choosing your job or the day program you attend	82.7%	5.5%	8.7%	3.1%
your leisure time activities	73.2%	22.8%	2.4%	1.6%
what clothes to wear	89.8%	5.5%	3.1%	1.6%
what clothes to purchase	81.1%	9.4%	7.9%	1.6%
how to use spending money	70.9%	19.7%	7.9%	1.6%
your menus and meal times	61.4%	19.7%	17.3%	1.6%

Special Ed Total N = 127
Regular Ed Total N = 148

Item # corresponds with survey

ITEM #	ITEM	RESPONSE	Sp Ed #	Sp Ed %	Reg Ed #	Reg Ed %
91	In general, how satisfied are you with the opportunities you have to make personal choices?	Very satisfied	95	76.0%	108	73.0%
		Somewhat satisfied	28	22.4%	38	25.7%
		Not very satisfied	1	.8%	2	1.4%
		Not at all satisfied	1	.8%	-	-

B. Life Satisfaction

			Sp Ed #	Sp Ed %	Reg Ed #	Reg Ed %
92	How satisfied are you with your life in general?	Very satisfied	82	65.6%	95	64.2%
		Somewhat satisfied	39	31.2%	48	32.4%
		Not very satisfied	3	2.4%	3	2.0%
		Not at all satisfied	1	.8%	2	1.4%

	Range	X	Median
LENGTH OF TIME TO COMPLETE SURVEY (Telephone Interview)	15-54 min.	25.1 min.	25 min.

Appendix B

Follow-up Study of Students Who Exited School 1988-1992

Written Responses of Former Special Education Students

FOLLOW-UP STUDY OF 1988-1992 GRADUATES/DROPOUTS
Special Education Population--Written Responses

Item 15. What is your current job title or activity? (Combines Job 1 and Job 2)

Category	#	% of Total
Professional Worker -Diving Coach (N=1)	1	.8%
Skilled Tradesman/woman -Printer (N=3) -Welder (N=3) -Draftsman (N=2) -Auto Body Technician (N=1) -Bicycle Mechanic (N=1) -Cabinet Maker (N=1) -Carpenter (N=1) -Head Cook (N=1) -Lineman (N=1) -LPN Nurse (N=1) -Mason (N=1) -Painter (N=1) -Surveyor (N=1) -Systems Operator (N=1)	19	16.0%
Semi-Skilled Worker -Assembly (N=8) -Packaging/Merchandise Processor (N=4) -Truck Driver/Shipping (N=4) -Optical Factory/Lens Grinder or Polisher (N=3) -Printing Co./Stripper (N=3) -Drill Press Operator (N=1) -Radiology Dept. (N=1) -Woodworker (N=1)	25	21.0%
Manager/Executive/Official -Management Trainee (N=1) -Navy E-5 (N=1) -Postal Chief (N=1) -Restaurant Manager (N=1) -Service Manager (N=1)	5	4.2%
Business Owner	1	.8%
Farm Worker	2	1.7%
Clerical/Office Worker -Data Entry (N=1) -Clerical Support (N=1) -Order Supplies N=1)	3	2.5%

Category	#	% of Total
Sales Worker -Customer Service (N=7) -Grocery Dept. Stocker (N=3) -Cashier (N=2) -Car Parts/Sales (N=1) -Liquor Sales Person (N=1)	**14**	**11.8%**
Service Worker -Cleaning/Janitorial (N=7) -Fast Food/Waitress (N=7) -Short Order Cook/Baker (N=5) -Aide/Personal Care Attendant (N=3) -Laundry Worker (N=3) -Nurse's Aide (N=2) -Babysitter (N=1) -DNR--Trapping (N=1) -Gas Station Attendant (N=1) -Grocery Bagger (N=1) -Life Guard (N=1)	**32**	**26.9%**
Laborer -Packing/Production--e.g., Day Program (N=4) -WACOSA/OTC (N=4) -Construction (N=2) -Laborer (N=2) -Truck Loader/Warehouse (N=2) -Furniture Mover (N=1) -Shreds Paper (N=1) -Sorting Pop Bottles (N=1)	**17**	**14.3%**

Item 23. What type of a day program is it?

Wacosa	**5**	**55.6%**
Independent Center	**1**	**11.1%**
Options - Sherburne Co.	**1**	**11.1%**
OTC	**1**	**11.1%**
Rehabilitation Center	**1**	**11.1%**

Item 28. What types of paying jobs did you have while you were in high school--including summer jobs? (Combines Jobs 1, 2 and 3)

Category	#	% of Total
Skilled Tradesman/woman -Mechanic/Body Shop (N=3)	3	1.5%
Semi-Skilled Worker -Assembly (N=5) -Printing Co./Bindery (N=5) -Optical Factory (N=2) -Delivery (N=1)	13	6.6%
Farm Worker/Farm Laborer	5	2.5%
Clerical/Office Worker -Secretary/Receptionist (N=4) -Copying (N=1)	5	2.5%
Sales Worker -Grocery Dept. Stocker (N=8) -Retail/Sales (N=6) -Cashier (N=6) -Concession Stand (N=4) -Customer Service (N=3) -Bait Shop (N=1) -Telemarketing (N=1)	29	14.7%
Service Worker -Cleaning/Janitorial (N=28) -Fast Food/Restaurant Worker (N=19) -Short Order Cook/Baker (N=15) -Busboy (N=12) -Kitchen Help/Dishwasher (N=9) -Waiter/Waitress (N=7) -Car Wash (N=6) -Gas Station Attendant (N=5) -Babysitting/Day Care (N=3) -Paper Route (N=3) -Bakery (N=2) -Laundry (N=2) -Dietary Aide (N=2) -Nurse's Aide (N=1) -Restaurant Host (N=1) -Sorting Bus Tokens (N=1)	116	58.9%

Category	#	% of Total
Laborer	**26**	**13.2%**

-Shipping/Loading Trucks/Warehouse (N=7)
-Construction/Laborer (N=6)
-Summer Youth Program/City of St. Cloud/St. Joe City Dept. (N=3)
-Landscaping/Laying Sod (N=2)
-Laying Carpet/Vinyl (N=2)
-Grounds Keeper (N=2)
-Cement Worker (N=1)
-Installed Insulation (N=1)
-Ran Loader (N=1)
-Washed Cars (N=1)

Item 30. Please describe what you did for each of your previous jobs--not including your present job. (Combines Job 1 and Job 2)

Category	#	% of Total
Professional Worker -Photographer (N=1)	**1**	**.7%**
Skilled Tradesman/woman -Carpenter (N=4) -Chef/Baker/Cake Decorator (N=3) -Draftsman (N=2) -Interpreter (N=2) -Printer (N=2) -Welder (N=2) -Mason (N=1) -Machine Work (N=1) -Mechanic/Body Shop (N=1)	**18**	**12.0%**
Semi-Skilled Worker -Assembly/Manufacturing (N=11) -Optical Factory/Lens Polisher (N=8) -Delivery/Parts Runner (N=5) -Printing Co./Bindery (N=4) -Laying Carpet/Tile (N=3) -Bus Driver (N=1) -Crane Operator (N=1) -Made Blinds/Shades (N=1)	**34**	**22.7%**
Manager/Executive/Official -Ass't. Manager--Gift Shop (N=1) -Restaurant Manager Trainee (N=1) -Shoe Store Manager (N=1) -Warehouse Manager (N=1)	**4**	**2.7%**
Clerical/Office Worker -Law Clerk (N=1) -Writing/Proofing (N=1)	**2**	**1.3%**
Sales Worker -Retail/Sales (N=7) -Cashier (N=3) -Grocery Dept. Stocker (N=3) -Customer Services (N=2) -Stock Clerk (N=1) -Telemarketing (N=1)	**17**	**11.3%**

Category	#	% of Total
Service Worker	**51**	**34.0%**
-Cleaning/Janitorial (N=14)		
-Fast Food/Restaurant/Food Service (N=11)		
-Short Order Cook (N=5)		
-Dietary Aide/Nurse's Aide (N=4)		
-Security Guard/Marine's/Navy (N=4)		
-Busboy/Dishwasher (N=3)		
-Waiter/Waitress (N=3)		
-Mowing Lawns (N=2)		
-Butcher Shop (N=1)		
-City of St. Cloud (N=1)		
-Day Care (N=1)		
-Gas Station Attendant (N=1)		
-Teacher's Aide (N=1)		
Laborer	**21**	**14.0%**
-Construction/Laborer (N=9)		
-Shipping/Loading Trucks/Warehouse (N=5)		
-Independence Center/OTC (N=2)		
-Furniture Mover (N=1)		
-Grounds Work (N=1)		
-Packaging (N=1)		
-Pythons (N=1)		
-Stearns Co. Hwy. Dept. (N=1)		
Farm Laborer/Helper	**2**	**1.3%**

Item 36. What specific type of training did you receive in the educational or training program you started or completed (e.g., accounting, auto-mechanics, liberal arts or others)?

Developmental Needs Assistant (N=4)

Auto Body/Auto Mechanics (N=3)
General Education Classes (N=3)
Nurse's Aide/Home Health Aide/Licensed Practical Nurse (N=3)

Business (N=2)
Carpenter (N=2)
Cooking Classes (N=2)
Drafting & Design (N=2)
Graphic Arts (N=2)
Receptionist/Secretary/Legal Secretary (N=2)

Accounting (N=1)
Agribusiness (N=1)
Basic Skills Program (N=1)
Civil Engineering (N=1)
Cosmetology (N=1)
Criminal Justice (N=1)
Drafting & Estimating (N=1)
Electrical (N=1)
Elementary Education/Special Education (N=1)
Fire Fighting (N=1)
Heating & Air Conditioning (N=1)
Hotel/Restaurant Management (N=1)
Industrial Welding (N=1)
Natural Resources (N=1)
Paramedic Training (N=1)
Photo Tech./Graphic Design (N=1)
Pre-Law (N=1)
Printing (N=1)
Professional Flight (N=1)
Public Administration/Political Science (N=1)
Psychology (N=1)
Sales & Management (N=1)
Speech Communication (N=1)
Vinyl Floors (N=1)
Waste/Water Management (N=1)

Item 43. With whom do you currently live, for example, by yourself or with others in an apartment? Other (specify):

-Fiance (N=3)

-Girlfriend (N=3)

-Brainerd Regional Treatment Center (N=1)

Item 44b. If you are working with someone at a community agency to find a different place to live, with whom are you working?

Benton County Social Services (N=2)

Apartment Search (N=1)

Downtown Association (N=1)

Item 66b. If you have gone somewhere else other than your original high school to earn a high school diploma or high school equivalency, what was the name of the program?

A.L.C. (N=2)

Apollo Adult Education (N=2)

Adult Basic Education (N=1)

L.C. Bird High School in Richmond, Virginia (N=1)

"Prologue" in Chicago, Illinois (N=1)

Item 68. Why did you drop out of your original high school program?

Failed one class, took a second English (N=1)

Got married and moved out of state (husband in the military) (N=1)

"I know it all" (ha ha) -- family problems, drug problem (N=1)

Moved to Virginia (N=1)

Tried to get a job (N=1)

Too structured (N=1)

I didn't care at the time about life in general (N=1)

Lack of self discipline (N=1)

"Screwed around too much" (N=1)

Item 70. What could have been done differently to have encouraged you to stay in and finish high school the first time?

Chose to move (N = 1)

I was working too much; should have spent more time on school (N = 1)

Had treatment (N = 1)

If more of my family had graduated (N = 1)

Can't say--more recognition and encouragement (N = 1)

I shouldn't have been so lazy (N = 1)

I don't think you guys could have done anything; it was family trouble (N = 1)

I am not sure what could have been done (N = 1)

Item 71. What high school classes have been helpful to you since you graduated or left high school?

Math/Vocational Math (N=50)
English/Language/Spelling/Reading/Sight Reading (N=34)
Work Experience/V.I.C.A./D.E.C.A. (N=14)
History/Social Studies (N=7)
Industrial Arts/Shop/Machine Shop (N=7)
Science/Earth Science/Biology (N=7)
Speech/Communication/Semantics (N=7)
Living Skills/A.L.P. (N=6)
Automotive/Auto Mechanics (N=5)
Cabinet Making/Woodworking (N=5)
Writing (N=5)
Computer (N=4)
Special Education (N=4)
Typing (N=4)
Business/Business Law (N=3)
Phy. Ed./Gym (N=3)
Accounting (N=2)
Economics (N=2)
Health/Home Health Classes (N=2)
Money/Coins (N=2)
Psychology (N=2)
Home Ec. (N=2)
All Electives (N=1)
Art (N=1)
The Basics (N=1)
Career Serv. (N=1)
Chemistry (N=1)
Community Education (N=1)
Drafting (N=1)
Driver's Education (N=1)
ESL (N=1)
Family (N=1)
Human Relations (N=1)
Media Aide (N=1)
Photo (N=1)
Social Interaction/Recreation (N=1)
Sociology (N=1)
Welding (N=1)
World Affairs (N=1)

Don't Know (N=3)
All/Everything (N=10)
None (N=12)

Item 71d. Why have these high school classes been helpful to you since you graduated or left high school?

Math
-Math helps run business
-Math for measuring and to figure out spending
-Taught to use practical math
-That's what I need for work - math mostly
-Math helps with cashiering
-Math for everyday use
-Lot of figuring at work
-Use numbers at work
-Figure out how to measure stuff
-Math - use money everyday
-Use math alot
-Good at math (not happy with special ed. experience; didn't do much good)
-Practical, understand money
-Help with checking account
-Help with figuring numbers
-Use a lot of calculating in drafting field
-In all my jobs I've had to do a lot of math
-Used math in my job
-Use measuring at work
-Because I work alot with numbers
-I need math to do the job I do
-Because it uses numbers and dollars and stuff
-Math helps all around, especially with work and also helpful in college classes I've taken
-It's a big part of my job
-For job
-Use at work; did well
-For everyday use
-Helps me with my job
-Use it in everyday life
-Because we use it just about everyday
-For electrical courses at the Vo-Tech

English/Language/Reading/Speech/Writing
-Have to talk to a lot of people
-Teaches you basic skills, reading, writing
-English, because of papers I've had to do. Seen it before; done it before.
-Public speaking
-More feeling for society
-Reading, spelling
-Excelled the most
-Like to read
-English helpful for everything
-Part of my job and college
-In all my jobs I've had to do a lot of reading
-Use reading to know what customers ordered and make sure order is right
-I wouldn't be able to survive without knowing the English language and how to read
-Reading to understand what I'm reading
-Learn communication skills
-Speech helps to speak in public

-Speech, because I've given speech for biology classes on my vision
-Public speaking skills
-Practical Writing for medical notes and proper usage
-Increased independence (writing)

Combinations with Math and/or English
-Because they help you for future life (math, English)
-Helped with courses I've taken (math, English)
-Use most often, everyday (math, English)
-Basics for everyday use (math, English)
-Most important (math, reading)
-Helpful in any job you do (math, reading)
-Because they're things you use everyday (math, reading)
-Need to know stuff to get through life (math, language)
-Use them everyday (math, reading, spelling)
-Helped the most (math, language, science)
-Everyday use (math, English, history)
-These are classes that gave me a basic idea of what I needed to know in college (expository writing, special education classes, math)
-Use them all the time (math, English, machine shop, accounting)
-They were general & helpful for college (math, biology)
-All helped me with my degree; I use it every day (math, social studies, science)

Work Experience Programs
-Taught how to present yourself
-Helped me figure out what to do
-Advanced me on stuff I wouldn't have known - job
-Trained my son, ride the bus, getting around community
-Learned job skills
-On the job training
-Program helped a lot in getting a job
-Taught alot of what to say to supervisor and get a job
-Know what to do to get a job
-Helps when you get out of school
-Most involved with this, and tried the hardest
-Learned work ethics

Industrial Arts/Shop
-Helped me decide what to do
-Because I got more into a construction field
-Have built a few things
-Cabinet making got me interested in the job I have
-Things I learned in shop I use in my job now
-Related to jobs I've had
-Helps learn skills
-Help with building cabinets
-Off and on I've been working with wood

Living Skills/ALP
-Grooming, taking care of himself
-Responsibility, patience, quiet, social skills
-Because of the teachers helping her to learn skills
-Helped when running into situations
-Learning how to behave in community, learning how to communicate with pictures

-Safety, how to go places
-Basic living skills, independence
-He learned how to live independently

Automotive/Auto Mechanics
-Learn how to take care of a car
-Basically deal with what I'm doing now
-Helps me repair the cars I have
-Because I know what I/m doing on my truck and jobs
-Because I know what's wrong with cars

Special Education
-Helped the most
-It helped me do better in school

History
-I find it interesting, it was helpful when I took a class at college
-For playing games
-History has made me shine over others because I knew the answers

Health/Home Health Classes
-Taught not to do sex and stuff before marriage
-Because when people ask me questions, I am able to give them good answers. Classes helped when I went to vocational school.

Home Ec.
-Cooking
-Home Ec. helped me find interest in going to school

Economics
-Dealt with everyday problems
-To know how things are going in the world

Psychology
-Because it helps me understand other people, why they do things
-Interesting

Typing
-Use typing on computers
-Learn how to type - stayed with me, computers

Other Classes
-Helped you out & I enjoyed them (drafting, world affairs, gym)
-Job is physical, help with job (phy. ed., math, human relations)
-Help in my major and jobs (accounting, business, computer)
-Helps with college courses (language, sociology)
-Helped me and in the area I went to school for (photography)
-So I can drive (driver's ed.)
-Help to communicate with others (career serv.)
-Knowing law helps me deal with life (business law)
-Art, because of the classes I am currently taking in college
-Could complete them (science)
-Family, because I was pregnant
-Learn how to manage the place and stuff (business)

-Helped with English, helped in all areas (ESL)

All
-They fit into my job
-Use something from all of them
-All were helpful
-Use them all on a daily basis

None
-Took minimum of classes needed to help out the family
-Didn't get a whole lot out of school (Tech), (ALC) very positive experience
-Aren't any good
-They don't teach you enough to get ready for the real world

Item 74b-e. In which extracurricular or after school activities should we do more to encourage participation?

All (N=25)

Athletics/Sports (N=22)

Whatever is of interest/Personal choice (N=16)

Any/Most (N=9)

Music (N=4)
Softball (N=4)

Drama/Plays (N=3)
Football (N=3)

Baseball (N=2)
DECCA (N=2)
Speech (N=2)
Tennis (N=2)
Volleyball (N=2)

Arcades (N=1)
Band (N=1)
Cheerleading (N=1)
Dance (N=1)
Drug Education (N=1)
Family Counseling (N=1)
Gymnastics (N=1)
Health (N=1)
Hockey (N=1)
Peer Helpers (need more guys) (N=1)
Running (N=1)
Social Activities (N=1)
Social Skills (N=1)
Track (N=1)
Vocational Arts (N=1)
Wrestling (N=1)
Don't Know (N=1)

Comments:

-Keeps kids out of trouble
-Keeps kids busy and out of trouble; helps them
-Good to be active; keeps kids off of drugs
-It helps build discipline and keep the kids out of trouble; also get coaches that do not have personal favorites on the team like all of my coaches
-Gives kids more to do
-Gives self-confidence and exercise
-Any is helpful; gets them away and something to feel part of a team
-All students should be involved in something
-Something to allow him to get together socially with other students

-Getting involved, more types of things
-Up to the student; more choices should be made available
-Should give more info. about what is available
-Need to spark more interest
-Athletics are too expensive; should be free
-Make it less expensive
-Need more hobbies than sports (not just for jocks)
-Spend too much money on sports
-Enough of that
-Junior high too
-There should have been activities at ALC, but there wasn't
-Wish I had played a sport

Item 87b-d. If you have had difficulties in using services in the community, what kinds of problems prevented you from using the service?

Inconvenient hours (N=4)
Job - odd hours and mixed schedule. Needs set hours, consistency (N=1)

Transportation (N=3)
Bus routes (N=1)
Metro bus just terrible, scheduling times not convenient (N=1)

Not sure how to find service/agency in the community (N=1)

Medical Assistance didn't call back (N=1)

No way of getting medical help from Medical Assistance for alcohol and drug treatment program

Project challenge - not activities for lower functioning individuals

Item 93. What is the most satisfying aspect of your life, the situation or thing that brings you the most satisfaction or happiness?

Category	#	% of Total Surveyed
Family and Friends	**58**	**45.7%**

-My family - wife and child
-Going out with friends
-Being around your family
-Meeting friends, making friends, and keeping a life
-Being with family and friends
-Having friends, spending time with people, friendships and values
-Family and friends
-Time with friends and family
-Being with friends
-My family
-Time with family
-People he lives with, friendships
-My boyfriend
-My best friend
-Being with my family
-Family
-Friends and family
-That I'm close to family and friends, I'm happy
-Doing stuff with my family
-Spending time with family
-Family
-Being with people
-Life with fiance
-Getting to meet new people
-When he comes home to visit
-Coming home
-Being outside with his Dad
-Family and girlfriend
-My two sisters and brother
-Spending time with my boyfriend and family
-My family
-My family
-Friends and relatives
-Going out with friends
-Having friends
-My family, being around them
-Being with friends and family (foster)
-Knowing I'm going to be with my girlfriend
-My fiance and baby
-My daughter
-My two precious babies
-Being married to my wife
-The baby
-The people that surround me
-Being with fiance
-Being with all my friends

-Family and friends
-My family
-Seeing my family happy
-Living at home, and going to Grandma's house
-My two sons
-My wife
-My girlfriend
-Probably always being around my friends, I have a lot of friends
-My fiance
-My friends
-Girlfriend
-Being with friends

Most frequently mentioned ideas in this category:

-My family	14
-My friends	10
-Being with family and friends	8
-My boyfriend/girlfriend/fiance	7
-My baby(ies)/daughter/sons	4
-My wife	2
-Coming home	2

Recreation and Leisure **24** **18.9%**

-Leisure time
-Weekends
-Going out to eat
-Get to go places
-Have a good time, relax
-Having something to do, being active, has alot of energy
-My bicycle experience
-Bowling
-I like to go dancing
-My cat
-Being with my dog
-My hobbies
-Hunting
-When I go out hunting & fishing
-Music
-TV and listening to the stereo
-Go rollerblading
-Free time
-Leisure time
-When he goes out to eat
-Free time at home
-Going to bazaars
-Weekends
-Spending my money

Most frequently mentioned ideas in this category:

-Leisure/free time	4

-Weekends 2
-Going out to eat 2

Work/Service/Education **20** **15.7%**

-Having a job
-Money
-Making good money
-Getting my paycheck
-Going home to work
-Finishing school
-College
-Getting knowledge
-What I have accomplished, things I have done since college, managing Foot Locker
-Starting a new job career - self employment
-Learning different things - helping others
-Like being a big brother in the Big Brothers program
-Job
-My job at Super America
-Knowing I have a job
-Having money
-My work; I like to work
-Having my job
-Having a good job
-When I complete school

Most frequently mentioned ideas in this category:

-Having a job/my job/my work 7
-Money/making good money/getting paid 5

Independence **14** **11.0%**

-My ability to lead my own life, my independence
-Being able to make it on my own
-Ability to make choices about his life
-Owning my own place
-Independent living
-Be at home and do things; freedom to do what he likes for leisure
-The fact that I can think and make wise decisions, have opportunities for a better future and have common sense & smartness
-Knowing that I know what I want--and can go after what I want (I've changed a lot since high school)
-That I am out on my own
-Just that I am making it (getting by)
-Being able to live on my own and take care of myself
-Making it on my own
-Knowing I have freedom to make choices
-Being able to go out and do what I want

Most frequently mentioned ideas in this category:

-Leading my own life/my independence 4
-Being able to make it on my own 3
-Ability to make choices about life 2

General/Miscellaneous **18** **14.2%**

-Generally happy with everything
-Happiness in general
-Being happy - I don't ask for much, live day to day
-Everything makes me happy
-Happiness (generally)
-Just living
-My life
-That I'm alive
-Being alive
-Day by day living
-Me
-Whole life, generally happy with everything
-Waking up everyday
-Living in the country
-Make the best of it (life); that I only have to be around about a hundred years
-Up in the air, many things
-Myself
-Being happy

Most frequently mentioned ideas in this category:

-Being happy/happiness in general 4
-Generally happy with everything 3
-Just living/being alive 3
-Me/myself 2

Don't Know **6** **4.7%**

-No idea - don't know
-Don't know - That's a tough one
-Don't know
-General - don't know
-Don't know
-I've never heard of that

Item 94. What is the least satisfying aspect of your life, the situation or thing that causes you the most dissatisfaction or unhappiness?

Category	#	% of Total Surveyed
Relationships	**31**	**24.4%**

With Family Members:
-Family problems
-Losing a loved one
-Being single
-Relationship with father
-Having to talk to my father
-Going home to real family
-Not being able to go with foster parents more
-Switching back and forth from home to home
-When he fights with his siblings
-Step-sister having problems
-Having problems with my husband
-My wife not being happy all the time (homesick)
-My son and his father/son time
-When child misbehaves
-Child was premature--concern over wife and child
-I wish I'd waited to have my kids
-Being single
-When someone close to me has died
-Family problems - son's father not current fiance

With Friends & Acquaintances
-Breaking up with your girlfriend
-My girlfriend because she just told me she was pregnant
-My friends
-Actions with friends (possessive with friends)
-Not having outside friends to do thing with
-When people bug you about stuff
-When people complain about me & don't come to me
-When I'm around people and they do certain stuff they shouldn't be doing
-When I have to deal with people that I can't get along with or like
-Having to live and be with handicapped people all the time--behaviors
-The fact that I have had many treatments by my teachers and all my coaches of unfairness and being belittled; I hope to someday change that in these schools
-Just broke up with boyfriend

Most frequently mentioned ideas in this category:

-Family problems	2
-Losing a loved one	2
-Being single	2
-Breaking up with boyfriend/girlfriend	2

Work (Job) **19** **15.0%**

-Having to work
-My job
-Having to work, general ups and downs
-Working so much
-Having to do daily chores where he lives
-Cleaning--laundry
-Working weekends
-The hours I work (I miss out on early evening activities at the manor)
-Knowing I could lose my job
-If I would get fired from a job
-Could have a better job
-Not having good jobs in the past
-Finding a good paying job
-Finding a job; should I go on to school--lots of decisions
-Having to work
-Working
-Have to work
-Job
-My job

Most frequently mentioned ideas in this category:

-Having to work	4
-My job	3

Money/Finances **17** **13.4%**

-Not enough money
-Everything is too expensive
-Lots of stuff, some financial
-Not being able to provide as well as I'd like to at times
-Financial instability
-My financial situation
-Probably taking out loans for money
-That I don't have the money to purchase things and to get a job now
-Always trying to find enough money to do little things I'd like to do
-Paying bills
-Not having my own income
-Want a vehicle
-Car breaks down
-Not enough money
-Not having enough money
-Not making enough money
-Too expensive, everything cost too much, can't afford things

Most frequently mentioned ideas in this category:

-Not enough money	4
-Everything is too expensive	2

Health 8 6.3%

-My mental health
-The medical situation I'm in--may need surgery, but can't afford it .
-My back injury from my car accident
-My vision, because (of) pressures with transportation, having to find rides
-Hand problem, doesn't allow me to do everything
-Not having proper medical assistance
-Health care benefits
-Doesn't like medical, going to the doctor

Education 7 5.5%

-Dealing with school system
-Homework
-Bad grade in school or difficult class
-My study habits should be better--apply intelligence in a better way
-My reading ability
-Getting off from school and having to ride the bus
-Came in to the military--wish I would have just gone to school

Government/Community 5 3.9%

-Crime
-Crime in the city I live in
-The way the State works--don't do things right or on time
-Paying taxes
-Stereotyping by people in the community; police and others who stereotype people my age negatively

General/Miscellaneous 15 11.8%

-Not anything constant--rainy days
-Getting up in the morning
-When I can't get a job done--paying for services not done to satisfaction
-Fear of strange places
-He doesn't like animals
-Not getting his way
-Not getting what you want
-Getting into trouble
-Sitting at a bar
-Boredom
-Hope
-Music
-When his movie gets stopped on the VCR
-When I'm alone on weekends
-Somebody rules my life for me

Nothing/Don't Know	**27**	**21.3%**

-Nothing (N=8)
-Don't know (N=4)
-I don't know--I'm a happy person
-I don't know--can't think of anything
-I don't know--I just keep trying, no problems
-I don't know
-I don't know--usually happy
-There is nothing that makes me unhappy
-Can't think of one
-Nothing right now
-Don't know--pretty happy guy
-Don't know--can't answer that
-Can't think of anything
-Don't have any
-Nothing right now
-Nothing makes me unhappy, I am very satisfied with life
-I don't have anything that causes unhappiness right now in my life

Appendix C

Assistive Technology Survey Summary of Results

ASSISTIVE TECHNOLOGY SURVEY

Summary of Results

Background Information:
The Assistive Technology Survey was actually an addendum to a larger post-school follow-up survey. The Assistive Technology Survey was mailed to 17 former Moderately-Severely Mentally Handicapped students, 3 former Hearing Impaired students, and 2 former Vision Impaired students who participated in the post-school follow-up study. Of these 22 individuals, 10 returned a completed survey. The following results are based on the responses to those 10 surveys.

I. ASSISTIVE TECHNOLOGY DEVICES

Survey Item	Percent Responding To Each Rating			
	Code 1 Used, and a lot of help	Code 2 Used, and some help	Code 3 Used, but not helpful	Code 4 Not Used
1. If you have used any of the following assistive technology devices **IN THE LAST YEAR,** how helpful have they been to you especially in terms of being more independent in the area listed?				
a. Devices for communication	10%		10%	80%
b. Devices for mobility				100%
c. Devices for seating and positioning				100%
d. Devices for hearing or seeing	10%			90%
e. Devices for writing or reading		10%		90%
f. Devices to help do things around the home		10%		90%
g. Devices to help participate in play, recreation, or sports		10%		90%
h. Devices to help in personal care		20%		80%
i. Devices to help get around outside the home		10%		90%
j. Devices to help on the job		10%		90%
k. Devices to help with school		10%		90%

2. Do you have equipment that might be helpful but you cannot use it?

   Yes - 10%
   No - 90%

   If yes, why can't you use the equipment?

   Need help to use it

3. Are there assistive technology devices you need but do not currently have?

   Yes - 10%
   No - 90%

   If yes, why do you not have what is needed?

   Need help to figure out what is needed
   Can't get it paid for

4. What is the main way your assistive technology devices(s) have been paid for?

   Don't have any assistive devices - 70%

   Medicaid - 10%
   School or program - 10%
   Medical Assistance - 10%

II. ASSISTIVE TECHNOLOGY SERVICES

5. What assistive technology services did you get **DURING THE PAST YEAR**?

   None - 80%

   Tried out, tested, or borrowed equipment - 10%
   Communication book - 10%

6. Where did you get these services **DURING THE PAST YEAR**?

   Didn't receive any technology services - 70%

   School program - 10%
   Community-based program - 10%
   Private services of a doctor, therapist, consultant, or technology specialist - 10%

Survey Item	Percent Responding To Each Rating			
	No Trouble	Some Trouble	A Lot of Trouble	Haven't Used This Service
7. What, if any, problems have you had with assistive technology services?				
a. Transportation to places that have technology services	30%			70%
b. Professionals knowing enough to help you	30%			70%
c. Understanding the professionals when they talk to you	20%	10%		70%
d. Filling out paperwork	20%		10%	70%
e. Having calls or letters returned	10%	10%	10%	70%
f. Getting prompt/timely appointments because of long waiting lists	10%	20%		70%
g. Being treated with courtesy and respect	20%	10%		70%
h. Getting copies of reports or plans written about you	20%		10%	70%

Appendix D

Follow-up Study of Students Who Exited School 1988-1992

Written Responses of Former Regular Education Students

FOLLOW-UP STUDY OF 1988-1992 GRADUATES/DROPOUTS
Regular Education Population--Written Responses

Item 15. What is your current job title or activity? (Combines Job 1 and Job 2)

Category	#	% of Total
Professional Worker	**25**	**15.8%**
-Teacher/Instructor (N=7)		
-Musician (N=3)		
-Radiologic Technologist (N=2)		
-Art Director (N=1)		
-Assistant V.P. at Bank (N=1)		
-Columnist (N=1)		
-Computer Programmer (N=1)		
-DJ (N=1)		
-Hispanic Sr. Credit Analyst (N=1)		
-Professional Athlete (N=1)		
-Photographer (N=1)		
-Program Analyst (N=1)		
-Program Counselor (N=1)		
-Research Assistant (N=1)		
-Tax Specialist (N=1)		
-Track Coach (N=1)		
Skilled Tradesman/woman	**7**	**4.4%**
-Mechanic (N=2)		
-Painter (N=2)		
-Certified Medical Assistant (N=1)		
-Hang Signs (N=1)		
-Thermoforming Mold Engineer (N=1)		
Semi-Skilled Worker	**15**	**9.5%**
-Factory Worker--Assembly/Packaging/Inspecting (N=7)		
-Forklift Operator (N=3)		
-Bus/Truck Driver (N=2)		
-Northern Wire (N=1)		
-Photo Lab Technician (N=1)		
-Woodworker (N=1)		
Manager/Executive/Official	**12**	**7.6%**
-Supervisor (N=3)		
-Department Head/Manager (N=2)		
-Account Manager (N=1)		
-Platoon Leader, U.S. Army (N=1)		
-PR Director (N=1)		
-Relief Associate Manager (N=1)		
-Restaurant General Manager (N=1)		
-Stock Manager (N=1)		
-Swing Manager (N=1)		
Business Owner	**3**	**1.9%**
Farm Owner/Manager	**1**	**.6%**

Category	#	% of Total
Clerical/Office Worker	**11**	**7.0%**
-Secretary (N=4)		
-Administrative Aide (N=1)		
-Bank Teller (N=1)		
-Collections (N=1)		
-List Management Employee (N=1)		
-Loan Processor (N=1)		
-Office Worker (N=1)		
-Receptionist (N=1)		
Sales Worker	**41**	**25.9%**
-Salesperson (N=13)		
-Cashier (N=12)		
-Customer Service (N=3)		
-Grocery/Dept. Store Stocker (N=3)		
-Account Service Rep. (N=1)		
-Collector (N=1)		
-Concession Worker (N=1)		
-Market Supporter (N=1)		
-Order Filler (N=1)		
-Realtor (N=1)		
-Senior Loss Prevention Specialist (N=1)		
-Telemarketing (N=1)		
-Travel Info Clerk (N=1)		
-Video (N=1)		
Service Worker	**37**	**23.4%**
-Fast Food Worker/Restaurant/Food Service (N=8)		
-Waitress/Waiter (N=6)		
-Cleaning/Janitorial (N=3)		
-Daycare/Nanny (N=3)		
-Cosmetologist/Beautician (N=2)		
-Program Staff (N=2)		
-Bartender (N=1)		
-Cook (N=1)		
-Computer Lab Ass't. (N=1)		
-Home Health Aide (N=1)		
-ILS Ass't. (N=1)		
-Nursing Ass't. (N=1)		
-Nutrition Ass't. (N=1)		
-Resident Ass't. (N=1)		
-Security Guard (N=1)		
-Shelter Worker (N=1)		
-Skating Place (N=1)		
-Unit Support (N=1)		
-Usher (N=1)		
Laborer	**5**	**3.2%**
-Warehouse (N=3)		
-Laborer (N=1)		
-Landscaper (N=1)		
Farm Worker	**1**	**.6%**

Item 19. Who was most helpful to you in finding your current job?
Other (specify):

-Client (N=1)
-Friend of a friend (N=1)
-Friend of family who is an employer (N=1)
-College reference (N=1)
-Instructor (N=1)
-Internship for school, school advisor (N=1)
-Newspaper (N=1)

Item 21f. Have you received any job promotions or benefits in your main job in any of the following areas?
Other (specify):

-Profit Sharing (N=3)
-401K Plan (N=2)
-Continue Education (N=1)
-Learning of business operation (N=1)
-Salary position with lots of responsibility (N=1)
-Stock Options (N=1)
-Use of Shop (N=1)

Item 28. What types of paying jobs did you have while you were in high school--including summer jobs? (Combines Jobs 1, 2 and 3)

Category	#	% of Total
Professional Worker -Teacher/Instructor (Swimming, Dance, Cello) N=5 -Counselor (N=1)	**6**	**2.4%**
Skilled Tradesman/woman -Machinist (N=2) -Mechanic/Car Detailer (N=2) -Baker/Cook (N=1) -Horse Trainer (N=1)	**6**	**2.4%**
Semi-Skilled Worker -Factory/Production Worker (N=4) -Electrician's Apprentice (N=3) -Optical Lab (N=3) -Carpet Layer (N=1) -Delivery (N=1) -Forklift Driver (N=1)	**13**	**5.3%**
Farm Worker/Farm Laborer	**5**	**2.0%**
Clerical/Office Worker -General Clerical/Office Work (N=6) -Secretary/Receptionist (N=6) -Bank Teller (N=1) -Bookkeeping (N=1) -Phone Collection (N=1)	**15**	**6.1%**
Sales Worker -Cashier (N=25) -Retail/Sales (N=19) -Grocery Dept. Stocker (N=5) -Telemarketing (N=5) -Concession Stand (N=3) -Customer Service (N=2) -Bingo Caller (N=1) -Distributer (N=1) -Paper Route (N=1) -Travel Counselor (N=1) -Video Rental (N=1)	**64**	**26.0%**

Category	#	% of Total
Service Worker	**128**	**52.0%**
-Fast Food/Food Service/Restaurant Worker (N=34)		
-Cleaning/Janitorial (N=20)		
-Babysitting/Day Care/Nanny (N=16)		
-Waiter/Waitress (N=14)		
-Busboy/Dishwasher (N=9)		
-Short Order Cook (N=7)		
-Camp Counselor/Program Staff (N=3)		
-Life Guard (N=3)		
-Nursing Asst/Home Health Care/Nutrition Asst (N=3)		
-Referee (N=3)		
-Car Wash (N=2)		
-Computer Lab Assistant (N=2)		
-Service Worker (Misc) (N=2)		
-Bagging Groceries (N=1)		
-Bartender (N=1)		
-Bathed Dogs (N=1)		
-Dock Boats (N=1)		
-Gas Station Attendant (N=1)		
-Gift Wrap (N=1)		
-Paper Route (N=1)		
-Push Shopping Carts (N=1)		
-Usher (N=1)		
-Worked With EBD Children (N=1)		
Laborer	**9**	**3.7%**
-General Labor (N=4)		
-Lawn Care/Landscaping (N=4)		
-Grading/Bagging Potatoes (N=1)		

Item 36. What specific type of training did you receive in the educational or training program you started or completed (e.g., accounting, auto-mechanics, liberal arts or others)?

-Business (Accounting/Finance/Management/Marketing/Sales) (N=26)

-Liberal Arts (N=21)

-Generals (N=13)

-Applied Psychology/Psychology/Counseling (N=6)

-Elementary Education (N=5)
-Pre-Med/Pre-Vet/Pre-Health Sciences (N=5)

-International Business/Foreign Language (N=4)
-Legal Secretary/Secretarial/Word Processing (N=4)

-Computer Science/Business Computer Information Systems (N=3)
-Cosmetology (N=3)
-English Major (N=3)
-Graph.c Design/Graphic Art (N=3)
-Math (N=3)
-Music/Fine Arts (N=3)
-Nursing/LPN (N=3)
-Small Engines/Diesel Mechanic/Auto Mechanic (N=3)

-Aerospace Engineering (N=2)
-Animal Science/Wildlife Management (N=2)
-Government/Political Science (N=2)
-Handicapped Needs/Developmental Trng/Spec. Ed. (N=2)
-Machining (N=2)
-Secondary Education (N=2)
-Sociology/Social Work (N=2)

-Chemistry (N=1)
-Cooking (N=1)
-Criminal Justice (N=1)
-Drafting/Design (N=1)
-Electrical Engineering (N=1)
-Emergency Medical Technician (N=1)
-Geography (N=1)
-Human Resource Management (N=1)
-Humanities (N=1)
-Landscaping (N=1)
-Medical Assistant (N=1)
-Medical Terminology (N=1)
-Occupational Therapy Assistant (N=1)
-Photography (N=1)
-Pressman (N=1)
-Radiologic Technician (N=1)
-Speech Communication (N=1)

Item 38. Who helped you the most to choose and enroll in this program?
Other (specify):

-Drafter/Designer (N = 1)
-College Advisor (N = 1)

Item 43. With whom do you currently live, for example, by yourself or with others in an apartment?
Other (specify):

-Boyfriend (N = 2)
-Fiance (N = 2)
-Fiance & children (N = 2)
-Brother & girlfriend (N = 1)
-Parents & sisters (N = 1)
-Sisters (N = 1)
-Son (N = 1)

Item 45. With whom were you living before your current arrangement?
Other (specify):

-Military (N = 4)
-Boyfriend (N = 2)
-College dorm (N = 2)
-Parents/Siblings (N = 2)
-Fiance & child (N = 1)
-Fiance's parents (N = 1)
-Live-in Nanny (N = 1)

Item 50t. Which of the following activities have you done in the last 7 days?
Any other leisure activity (describe):

-Boating (N=3)
-Camping (N=3)
-Wrote letters (N=3)
-Car/Dirt Track Racing (N=2)
-Talked on the phone (N=2)
-Went to the beach (N=2)
-Worked on the computer (N=2)
-Biking (N=1)
-Concert (N=1)
-Drawing (N=1)
-Driving in the country (N=1)
-Horseback riding (N=1)
-Met new people (N=1)
-Photography (N=1)
-Played video games (N=1)
-Rented/watched movies (N=1)
-Sightseeing (N=1)
-Spent time with family (N=1)
-Sports (N=1)
-Took children to fair and zoo (N=1)
-Went to Discovery Zone with child (N=1)
-Woodworking (N=1)
-Worked on/Went to see new home (N=1)

Item 52. When you go to places like those listed above, whom do you usually go with?
Other (specify):

-Husband/Wife (N=19)
-Boyfriend/Girlfriend (N=8)
-Spouse & Child/Children (N=4)
-Fiance (N=3)
-Self (N=3)
-Daughter/Son (N=2)
-Friends (N=2)
-Fiance and children (N=1)

Item 56. What part of your living expenses do you pay out of your own earnings?
2. Some (specify):

-Food (N=26)

-Car Payments/Gas (N=17)

-Insurance (N=13)
-Rent (N=13)

-Tuition (N=9)

-Clothes (N=7)

-Bills (N=4)
-Books (N=4)
-Utilities (N=4)

-All but rent (N=2)
-All but insurance (N=2)
-Charge cards (N=2)
-Doctor (N=2)
-Entertainment/Leisure (N=2)
-Home (N=2)
-Little of everything (N=2)
-Miscellaneous (N=2)

-All but tuition (N=1)
-Furniture (N=1)
-Half of all bills (N=1)
-Half of car payment (N=1)
-Land (N=1)
-Loans (N=1)
-Minor necessities (N=1)
-Money goes into the bank (N=1)
-Mortgage (N=1)
-None (N=1)
-Personal items (N=1)
-Plane fare (N=1)
-Spending money (N=1)
-Third of all bills (N=1)
-What I can (N=1)

Item 65. In what manner did you leave high school?
Other (specify):

-Area Learning Center (N=1)

Item 66b. If you have gone somewhere else (other than your original high school) to earn a high school diploma or high school equivalency, what was the name of the program(s)?

-ALC (N=3)

Item 68. Why did you drop out of your original high school program?

-Because I was in too many fights, didn't care, bad attitude (N=1)
-Suspended (N=1)
-Mother died--didn't care about school (N=1)
-Pregnancy (N=1)
-Didn't have enough credits (N=1)

Item 70. What could have been done differently to have encouraged you to stay in and finish high school (the first time)?

-Better counseling (N=1)
-More rules, maybe speeches from people who dropped out or didn't finish and who didn't achieve anything. Maybe people who have finished and how successful they and you can be. (N=1)
-Nothing, I didn't like writing papers. (N=1)
-School didn't have open mods--didn't need structure. (N=1)
-Was working full time nights, was late for classes--considered absent, got suspended, principal could have let me know situation sooner and worked things out. (N=1)

Item 71. What high school classes have been helpful to you since you graduated or left high school?

English/Language Arts/Humanities (N=82)
-English (N=36)
-Speech (N=13)
-Writing Classes (N=5)
-Composition (N=5)
-Creative Writing (N=4)
-Humanities (N=4)
-Language/Language Arts (N=3)
-Semantics (N=3)
-Expository Writing (N=2)
-Literature (N=2)
-Reading (N=2)
-Communication (N=1)
-Grammar (N=1)
-Research Writing (N=1)

Math/Vocational Math (N=75)
-Math (N=61)
-Calculus/Pre-Calculus (N=8)
-Algebra (N=4)
-Geometry (N=1)
-Trigonometry (N=1)

Business/Finance/Law (N=40)
-Accounting (N=13)
-Business (N=10)
-Economics (N=5)
-Personal Finance (N=3)
-Record Keeping (N=2)
-DECCA (N=2)
-Work Experience (N=2)
-BPA-Business Professionals of America (N=1)
-Practical Law (N=1)
-VICA (N=1)

Science Classes (N=37)
-Science (N=10)
-Chemistry (N=8)
-Human Biology (N=7)
-Biology (N=6)
-Physics (N=4)
-Advanced Biology (N=1)
-Animal Science (N=1)

Computers/Office Machines (N=28)
-Typing (=15)
-Computers (N=8)
-Computer Programming (N=2)
-Computer Science (N=1)
-Keyboarding (N=1)
-Office Machines (N=1)

Social Sciences/Home Economics Classes (N=18)
-Home Ec (N=6)
-Psychology (N=5)
-Child Development (N=2)
-Cooking (N=1)
-Exploring Childhood (N=1)
-Family Studies (N=1)
-Interior Decorating (N=1)
-Social Science Classes (N=1)

History/Social Classes (N=16)
-Social Studies (N=3)
-Global Affairs (N=2)
-History (N=2)
-History of the Western World (N=2)
-U.S. History (N=2)
-American Studies (N=1)
-Foreign Relations (N=1)
-Geography (N=1)
-Intro to Western Civilization (N=1)
-Social (N=1)

Industrial Arts Classes (N=13)
-Auto Mechanics/Auto Shop/Automotives (N=3)
-Shop (N=3)
-Drafting (N=2)
-Welding (N=2)
-Carpentry (N=1)
-Electronics (N=1)
-Technical Drawing (N=1)

Foreign Languages (N=12)
-Spanish (N=8)
-French (N=2)
-Foreign Language (N=2)

Art/Photography (N=7)
-Art (N=5)
-Photography (N=1)
-Yearbook (N=1)

Music/Theater (N=7)
-Music (N=3)
-Band/Orchestra (N=2)
-Choir (N=1)
-Theater Experiences (N=1)

Other (N=6)
-Driving/Driver's Ed. (N=2)
-Senior Studies (N=2)
-Elementary Aide (N=1)
-Elementary Educ (N=1)

Miscellaneous N=(11)
-All (N=5)
-None/No Particular Class (N=5)
-Don't Know (N=1)

Specific Teachers Mentioned (As Teaching Classes That Have Been Helpful)

-Mrs. Crane (N=2)
-Mr. Gerads (N=2)
-Norm Lindahl (N=2)
-Mrs. Braun (N=1)
-Mr. Cheeley (N=1)
-Mr. Kieser (N=1)
-Mr. Laumb (N=1)
-Joanne Nelson (N=1)

Item 71d. Why have these high school classes been helpful to you since you graduated or left high school?

Helpful Preparation For Post-Secondary Classes (N=58)
(41.1% of all Comments)

-Good college preparation
-Spanish is my major; Typing helps with my papers; Human Biology and Chemistry helped prepare me for those courses in college
-Gave me a good base for all of my continuing education
-Related course-work
-Because I use them every day at St. Cloud State
-They gave me a basis of information to draw from as I further pursued these courses in college
-Needed to use these in college
-These courses, especially the English courses and the history courses, were extremely helpful in college. More emphasis must be put on writing the research paper. Typing should be mandatory.
-Because I use them in college
-They all were background either for general requirements or for specific parts of my major
-They have helped me prepare for college classes
-Helped my college study habits
-Main classes for major
-Gave me a general framework for my more advanced education in college
-Had good teachers and motivated me to current career choice; helps me now with classes
-Typing papers in school
-Relates to current course work
-Area of interest, and going to Child Development at Vo-Tech
-Relate to current classes
-Chemistry helped with current classes, and English for my writing in college
-Spanish because that was my major in college and Physics because it was included in classes I took while in school also
-Most helpful in college
-Helped in college
-Helped in college
-Remember most--interesting--lead to college major
-Do alot of writing at college
-Helped with college courses
-Relates to my field; good prep classes for college
-Helped with post secondary education
-Got alot out of class; applies to study in college
-Encouraged me to go on to school
-Business major
-They prepared me for my college courses
-The teachers were what made these classes successful. These teachers treated us as adults, respected us as people, and demanded the best. I have never worried about any college essay tests because none have ever been as hard as Mr. Gerads.
-I took chemistry at SCSU and it was old hat; pre-calc. gave limited help at SCSU. I believe I could've done well in Calculus at Apollo, but was discouraged from taking it.
-Because that is what I'm majoring in
-Gave me a base for college classes
-They helped to prepare me for my college education
-All were required to further my liberal arts education; I took many math and science courses in college.
-Most universities request a language, college level requires lots of writing.
-They relate to my program at school and my interests
-They gave me a good head start in these areas at college

-They taught classes that were better and more difficult than ones in college
-I am a nursing student
-I do these things quite a bit in college
-They were a good background for my college education, however, a more solid foundation in Math would have been helpful.
-I use all in college
-I went to college
-Math skills are critical to any college program; everyone needs all the training they can possibly get in writing--and Spanish or another foreign language only makes yourself more marketable.
-Helped me ease into school
-In my major, helpful classes to take
-It applies to what I'm taking in college
-School
-Spanish helped me in college
-Went toward my degree
-Helped with college courses for wildlife mgt.
-They help me with classes and in the "Real World"
-I'm an English major.

Helpful In My Personal Life / Generally Helpful & Interesting (N=45)
(31.9% of all Comments)

-To discipline myself & work with others
-Home Ec. has taught me some about caring for my family, and Personal Finance helps with managing money.
-Really helps in the real world
-I actually use the information I learned
-Because they were the only classes I liked
-Because they were good classes
-Because it has helped me know my rights, keep records or bank statements, and use a computer
-I needed all of these skills to be out on my own
-Music was for my own enjoyment and relaxation
-Know some Spanish speaking people, and have travelled to Texas (English-usage)
-Most helpful in day to day living
-Computer skills, balancing checkbook
-Use it everyday
-Use it everyday/communication skills important
-Useful
-Interesting, and use them the most
-Use them everyday
-Use computer alot--do alot of measuring
-Everyday--use them
-Use them day to day
-Enjoyed psychology
-Writing poetry
-Need math everyday
-I would not know nothing without them!
-Gave me alot of self-esteem; great teacher
-They gave me perspective and sparked my interests
-English helps people communicate which is extremely important
-Use these the most in my everyday life
-Talking in leadership positions/writing and reading/basic understanding of how things work
-You see it everyday
-They helped enable me to have good communication skills, enhanced my high school experience, and helped me to decide on future plans

-They helped me in relating to other people
-I use these studies everyday
-Because a healthy sense of sarcasm is vital to human survival
-They helped me get by in society and helped me solve problems
-Because you use English everyday
-Helped deal with other people
-Use most often
-Use in everyday life
-They're things I need in everyday life
-The majority of the classes held some value
-Helped me branch out and think and develop a love of learning
-They are things you need to make it through life
-I liked them; they helped me develop interests
-Good knowledge base and experience

Helpful in My Work (N=33)
(23.4% of all Comments)

-I've worked alot with numbers
-Because I have to figure out people's payments on houses, materials on Sales, closing costs, and returns on investment properties
-Because I build brakes for semi-trailers and for box cars on trains.
-Because I use math in my job, also use English for writing on my job
-I had experience with that type of training; easier to get a job
-I an now involved with pediatric nursing
-My interest and future career
-Because of my job
-Math helped with my current job; English for my writing on the job
-Needed for job
-Helped in jobs
-Help me run business, dealing with people
-Worked in Kindergarten for 4 hours
-Lot of figuring, helps with job
-Useful in my job
-Cashiering and handling money
-Shop classes come in handy at work
-Lead me into current job field
-Applied to future job
-Helped me learn skills I used for jobs, especially my military career.
-I use them daily at my job
-Because of the depth of science in nursing
-Every kid needs to work to discover their job/goal
-I use them all in my current job
-I use all in my current job
-How to find a job
-All things you use in any job
-Use in job; work with computers, like to work on engines
-Qualified me for my job
-Job
-A good portion of my job includes communicating with the public in retail customer service
-I use them in my field
-Measurements, basic math for jobs I've been at

Negative Comments (N=5)
(3.5% of all Comments)

-Poor quality and biased; no respect for students

-All were applicable except that Apollo lacked in the sciences, and language arts, writing, and grammar
-Apollo was too easy
-Not happy with the education I received at Apollo!! There are no classes that were really helpful. I feel my education in high school was simply just offered to me to go through the motions. Apollo did not prepare me for my attendance at the College of St. Ben's as an Honor Roll student!!
-High school was a sorry joke

Item 73h. Did you participate in extracurricular or after school activities when you were in high school? Other (specify):

Junior Rotarians (N=4)
Knowledge Bowl (N=4)
Peer Helpers (N=4)

SADD (N=3)
Student Council (N=3)

Captains & Leaders (N=2)
Honor Society (N=2)

Astronomy Club (N=1)
Athletic Spectator (N=1)
Body Building (N=1)
Intramural Sports (N=1)
Mock Trial (N=1)
Post-secondary Program (N=1)
Spanish Club (N=1)
Theater (N=1)
Tutoring Program (N=1)
Variety Show (N=1)
Volunteered (N=1)

Item 74b-e. In which extracurricular or after school activities should we do more to encourage participation?

All/Any/Anything (N=43)

Athletics/Sports (N=42)
-Athletics/Sports (N=36)
-Girls Cross-Country Running (N=1)
-Golf (N=1)
-Hockey (N=1)
-Softball/Baseball (N=1)
-Tennis (N=1)
-Volleyball (N=1)

Music/Band (N=24)

Speech/Debate (N=18)
-Speech (N=11)
-Debate (N=4)
-Mock Trial (N=3)

Drama/Theater (N=12)

Social Activities (N=10)
-Social Activities (N=9)
-School Dances (N=1)

Clubs (N=8)
-Clubs (N=3)
-Auto Club (N=1)
-BPA (Business Professionals of America) (N=1)
-Business Club (N=1)
-Career Club (N=1)
-FFA (N=1)
Newspaper (N=8)

Art/Arts (N=7)
-Art/Arts (N=3)
-Vocational Arts (N=2)
-Social Art (N=1)
-Visual Art (N=1)

Yearbook (N=6)

Academics (N=3)
DECCA/Work Experience/Computer Exp. (N=3)
Intramurals/Open Athletics (N=3)

Knowledge Bowl (N=2)
Peer Helpers (N=2)

Personal Counseling (N=1)
Phy Ed (N=1)
Volunteer Work (N=1)

Comments:

-Especially girls sports
-Anything to keep kids involved with positive role models, and also to keep them busy. (Instead of having them hang out at the mall all day.)
-Anything to keep people from being on their butt.
-All should be encouraged--broadens horizons.
-Writing program (like being on the yearbook staff) gives more choices for everyone, art, etc., not just athletics
-Need activity bus for kids who live out of the city
-Good for kids to be involved
-Anything to give something to do, whatever interests them
-Important to get along, but academics are most important
-Whatever is of interest, good for self-confidence
-Transportation--not available for rural students
-Sports--equal opportunity, everyone should have a chance to play
-(Any extra curricular activity gives) more exposure for kids
-Promotion of school activities keeps kids busy
-You should encourage kids to join activities where it's non-competitive. From talking with my friends, we've found that many people feel competitive sports are too focused on winning vs. enjoying the sport!
-Not so much which ones, but I'd give people the opportunity. I found the coaches to be very biased and unkind. I wanted to dive. I was given 1/2 hour and told "I didn't have what it took"--I was in 7th grade.
-You learn leadership roles and meet more people. You learn to be more social.
-Everything except sports; they already have plenty of students involved in them.
-Form more clubs/more choices
-Encourage every student to pursue something they might find interesting
-Physical wellness is very important
-All extracurricular activities are equally important
-Any, it doesn't matter. Association with other students is so important.
-Make people feel better about being in events other than just sports related ones
-Try to get as many people involved in any activity
-We need more extra-curricular activities that intellectually challenge our students
-Getting more kids involved, keep them in school
-Keep kids busy
-Anything, just so people learn to get along and work together for the same goal.
-Yes--and include everyone, not just those students who have money or whose parents have some pull with some individuals. Everyone deserves a chance!
-All activities, as long as students get involved in something
-Anything that will keep kids working together
-Extracurricular activities keeps kids out of trouble and gives them something to do.
-Don't do more to encourage athletics.
-After school activities could help students find career choices.

Item 93. What is the most satisfying aspect of your life, the situation or thing that brings you the most satisfaction or happiness?

Category	#	% of Total Surveyed
Relationships	**93**	**62.8%**

-My family
-My marriage
-Jesus Christ, family, friends, Church
-People: friends and family
-I am happily married
-Children and fiance
-Being with friends
-Family, friends
-Friends
-Spending time with my family and husband
-I am pleased with the relationships that I have with my family and close friends
-Being engaged
-My girlfriend
-My friend and parents
-Support from my family and boyfriend
-My relationship with Jesus Christ
-My friends and family
-My daughter
-My marriage and the future
-Being with people and seeing them smile
-Friends and family
-Friends and family
-Friends and family
-Marriage and family
-My friends
-Friends and family
-My husband and future baby
-Family
-Family
-Girlfriend
-Family
-Girlfriend
-Family and friends
-Family and friends
-Marriage
-Family
-My husband and daughter
-My family
-My son
-My kids
-My husband
-My wife and my family
-Family life
-Spending time with the people I care about
-Friends
-Being a mother is the ultimate Nirvana
-Family, friends, people
-Friends, family

-My family, my friends, my girlfriend
-My family and friends, being close to them
-I have a wonderful family and friends to support me and to share things with
-Family, fiance
-My relationships with my significant other, family, friends
-Continuing to be a part of my family; my family is very important to me
-My wife, son and great parents and inlaws
-Spending time with family and friends
-I am most satisfied with personal choices I have made, especially my upcoming marriage
-Spending time with friends
-Love, family
-Teaching my son to do the right things
-My family life
-My soon to have child and boyfriend, and the care I'm getting from my parents
-Spending time with my significant other
-Spending time with my flight instructor and friends
-Good people
-My family, friends
-The relationship I have with Jesus Christ brings me the most satisfaction in life
-Boyfriend, family, friends
-My relationship with God
-My marriage, my home life
-My relationship I have with my wife
-Being with the same person for 8 years and still being with the same group of friends for 8 years. Also having a close relationship with my parents
-Family, friends, seeing everyone grow older and together, giving advice and helping young children
-Friendship, family
-Good people, friends
-Friendship
-My boyfriend
-My daughter
-My husband and daughter
-Girlfriend
-I'm lucky that my parents have allowed me to stay at home, as I can't afford much
-My daughter, spending time with her and watching her change
-Family
-My family
-Interaction with extraordinary people
-Being able to enjoy people
-My family
-My church and the friends there, also my relationship with my boyfriend
-I am very satisfied that I have a family that loves me, and friends that come back
-My relationships
-My marriage and working with my Dad
-Spending time with family and friends
-The aspect of getting married

Most frequently mentioned ideas in this category:

Family and friends	24
My husband/wife/marriage	17
My family	16
My girlfriend/boyfriend/fiance	15
My friends	11
My children/son/daughter	10
My parents	6

Jesus Christ/God/Church	5
Family life/home life	3

Work/Service/Education **51** **34.5%**

-Coaching track and tutoring Spanish
-My decision to get my four year degree, although already finished a diploma program at the Technical College
-Knowing I can accomplish tasks; graduating from high school was a task
-My job
-Being able to support myself while maintaining good grades
-Accomplishments at school and work
-School
-I am very happy with my success in college and my plans to begin law school in the Fall
-Doing well in college, especially in classes in my major; I feel a sense of accomplishment
-Attending college and receiving good grades
-That I have a good education
-Learning what I am learning, getting through school and planning for my future
-Keeping busy
-Going to school and knowing you're reaching career goal
-Continue education
-Learning so much, helps me become a better person
-My job
-Job
-School
-Being able to work independently and use my Spanish skills
-My job
-Work
-Learned from experience--how to be happy and help others
-My art, myself, working out
-Career goals
-My accomplishments of finishing 4 years of college and paying for it out of the money I have put in my savings account
-School
-Going to college
-Work
-I am very involved at college; I have very important roles in my clubs
-Being able to use all of my abilities and talents to make myself better
-Job
-The fact that I'm very financially stable and I'm very good at investing and using my knowledge of finance to my advantage
-Knowing I'll graduate in 2 years
-Job
-Feeling that I am doing so well with my life
-Work
-My education at St. Scholastica
-Doing the best I can at job and being told I do a good job
-A great and adventurous career for my wife and I
-Finishing college
-The fact that I took 2½ years off of school to figure out what I want to do
-Reaching my goal of graduating and moving on to grad. school
-Job, school
-My job
-Career
-Knowing that I'm graduating soon and finding a teaching job
-Being able to learn and help new people of other culture; being able to study, grow,

and enjoy life
-My schooling
-My job at Stone Container
-Going to college

Most frequently mentioned ideas in this category:

Going to school/college/education	19
My job/work/career	17
Personal accomplishments	5

Recreation and Leisure 13 8.8%

-Traveling and downhill skiing
-Playing in my band every weekend
-My hobbies
-The summers, less pressure
-Motorcycle and teaching motorcycling
-I have done lots of travel in the U.S. and England in March
-Hobbies
-Acting (theater)
-Flying
-Reading
-Art, music
-Physical activity
-Doing activities I enjoy

Independence 10 6.8%

-Being independent and making it on my own
-Independence
-I can make it on my own
-Being independent
-Being able to make decisions for myself
-Being able to do what I feel is best for me without really caring what people might think
-That I have control over most of the things that go on in my life
-Being independent
-Controlling my own life
-Being able to make my own decisions day to day

General/Miscellaneous 8 5.4%

-No matter what the weather, it's always sunny
-Everything together
-Personal life
-Where I'm at in my life
-Happiness
-My health
-Possibilities
-Being in good health

Possessions	7	4.7%

-Having nice things, being able to tell people I worked hard for it and I deserve it
-I own my own house with 2 vehicles and a motorcycle
-24 years old and own our own home, do a good job budgeting, are comfortable
-Money
-Car
-My animals
-That I own a home

Don't Know	1	.7%

-Don't know, hard to say

Item 94. What is the least satisfying aspect of your life, the situation or thing that causes you the most dissatisfaction or unhappiness?

Category	#	% of Total Surveyed
Work (Job)	**31**	**20.9%**

-My part-time job as a cashier
-The fact that it took me a long time to figure out what career I wanted for myself; High Schools need to help kids prepare for their futures and allow them the opportunity to learn about things they're good at and what careers they would like to explore.
-Job, career opportunities
-Job
-Trying to balance working 40 hours a week (in a stressful job), going to school, and trying to find time to (have a satisfying, happy life).
-Work--when things don't go the way I want them to and some people are real jerks to do business with.
-My job (resident assistant)
-Work
-Working piddly jobs in the summer
-Not treated well at work
-Job situation
-Jobs
-Work
-Job (finding one)
-Job
-Outside factors--job market
-Have to work
-Job stress
-Job situation
-The distance I drive to work
-The process of decision making gives me a struggle. I have just graduated from college and I still don't know what to do for a career; I have ideas but it's still hard. I've found that the "connections" we make with people in the world are more helpful than anything. It's who you know that gets you where you really want to be, quicker than what you know.
-My employment; it is very difficult to work and go to school. Once I finish school, I will be able to find employment that I enjoy.
-Job stress
-Getting a real job, and moving away
-Difficulty in attaining a teaching position in an elementary school
-Having an office manager who has a lot less education and experience than I have and doesn't do a good job
-Current job is not in my career plans
-St. Cloud doesn't have many high paying jobs so you can work and go to college, etc.
-My job
-Different job; wish I had finished Vo-Tech so I could work at what I really like. Planning on going back
-My job and the way people treat each other

Category	#	% of Total Surveyed
Money/Financial Concerns	**29**	**19.6%**

-Wish we could live closer to our family and still make some money.
-The stress of paying for college
-Not to always have everything I want; working hard and still not being able to get things I want.
-Money, bills, being a single parent
-Financial difficulties; with all the student loans I have to pay back I'll be in debt for the rest of my life.
-Finances
-Money--"lack of"
-School loans and bills
-Not being able to do everything we'd like, not enough money for the extras
-Bills, finances
-Finances
-Income, money situation
-My finances
-Could use a little more money
-Finances--having to work at Fingerhut to provide my family with insurance when I'd like to finish school and enter my career of choice.
-Having to deal with money and the necessity of money
-The money I will owe when I'm done (with school)
-Paying for education, bills, etc.
-Never having enough money
-Don't have enough money
-Not being able to support myself financially
-Financial instability
-Lack of money
-Need to save money
-Cost of school, low wages so that to earn enough to support one self there is no time for school or anything else
-Never enough money
-The money situation
-Not enough time to pursue learning because I need to work for my tuition...Also no grants or aid available to me while studying abroad. College is so expensive. It make it hard (but interesting) trying to work and go to college full time.
-My wife and I have to try so hard to earn enough money to survive each month.

Education	**25**	**16.9%**

-That I have worked very hard for the last 4 years at school
and I am still not done with school yet and my money situation
is not secure.
-Finishing school, when I'm so close to being done.
-Not getting through college in 4 years
-School work
-Not being able to have much free time due to school
-Studying for exams
-What Tech has become!
-How much I have to study in college, something I didn't have to do in high school. Time management is also hard, getting everything I have to do done.
-School
-Not knowing why I'm going to school
-Like going to school, frustrated about opportunities available
-General classes at college, want to get on to major

-Hard to find education beyond 4 year college, finding education is difficult
-Wish I would have gone to school earlier
-That I didn't get my diploma
-Being "undecided" on a specific career choice and having to take more years of college & pay for it at an increasing price!!!
-School (college)
-Not having good study skills from high school
-The lack of student/teacher communication at SCSU and the cost of schooling
-Still must finish college
-Going to school because it takes so long to graduate
-The thought of finding a college major
-Having to work while attending college
-The fact that it took 2½ years off of school to figure out what I want to do
-Wishing I was able to spend more time being a student my first two years rather than having to work as much.

Relationships **16** **10.8%**

-Relationship with mother
-My husband
-My mother is dying of cancer
-Not being able to raise my 6 year old daughter in a setting of which I feel comfortable with. She lives ½ hour away with her mom. I see her 3 days a week at my parents whom I live with when I am not studying abroad.
-Disagreeing with my parents and living situations
-The relation between family members
-My boyfriend
-Bad feelings with old friends
-Having to clean up after roommate
-Finding a long lasting dependable relationship with a man my age
-That I don't get out more socially. I tend to stay home more than I should.
-Social interaction
-Good people who try too hard to be bad
-My personal relationships with the opposite sex
-Unreliable friends
-Dealing with people who don't respect others and don't know how to treat people

Time Factors **9** **6.1%**

-Using my spare time wisely
-Getting up before 10 o'clock in the morning
-What I do with my free time
-Stress to trying to fit everything into a day.
-Not seeing my peers putting time in academics, others seem to put too much time into leisure. I know it's their choice, but it bothers me.
-Trying to date on a busy schedule
-Not enough time to do more things I would like to do
-Lack of free time
-I don't have much to do with my free time

Government/Community **6** **4.1%**

-The way the St. Cloud area is getting, the way the young people are acting, the gangs, guns, violence. Makes me wonder what it will be like when my children are school age

because if it continues to get worse my children will not attend the public school system.
I think something seriously has to be done to change the young people of today.
-All the crime in this city!
-Lack of government ethics
-Having to deal with national, state, and corporate bureaucracy
-The fact that my children have to grow up in a deteriorating society.
-Things that happen in this world that don't need to

Health 5 3.4%

-Disability from military
-Smoking, being out of shape
-My physical health, my body is going to shit, back surgery, deteriorating bones, and high blood pressure
-Fat
-Exercising or lack of

General/Miscellaneous 16 10.8%

-It doesn't rain on my parade
-Having to sit still
-Some things that have happened since high school--when I think of them it really brings me down.
-Living arrangement
-Unhappiness
-Learned the hard way - to deal with myself
-Don't do things that dissatisfy me or turn it into a satisfying activity
-What to do with my future
-Being held back from accomplishing things
-The fact that since high school, my tendency to procrastinate hasn't changed
-Stress
-Not being able enough to say "no"
-I wish that I could move faster in some things (school, family) and that other things could be slowed down (age, summer).
-Lack of freedom
-Stressful situations
-Too much to do

Nothing/Don't Know 10 6.8%

-None
-Nothing I can think of
-Don't know--isn't anything
-Don't know--not secure
-Don't know
-Don't know--can't think of anything, generally happy
-Don't know--generally happy
-I am very satisfied, no complaints
-Basically happy
-Don't Know

GENERAL COMMENTS

-Thank you for letting me participate

-Personally, I do not like the open mod system. I don't feel that it shows the students responsibility; all it does is give them time to get into trouble (leave school grounds, smoke, drink, etc.). Students should be in class or study hall and have to report to a room every hour of every day. That's what they are there for--to learn.

-No problem. I think that it's great that you are doing a follow-up. I would strongly suggest strengthening the math, science, and English departments. Especially science and math.

-High school was not challenging. I graduated with a 3.5 GPA and didn't have to try. Apollo needs more advanced math, science, and English classes and the opportunity must be given to those who don't want to be in Honors Society. I did everything on my own; guidance counselors seem only to be there to hand out detention.

-Apollo is great for someone who is there because they want to learn, but for those who need incentive, it's not. If the kid doesn't want to learn, nobody seems to want to spend the time to get the kid involved and give them the incentive they need.